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ABSTRACT

BRIDGE (Business Relating to Industry to Develop Gifted Education) was designed to bridge the gap between business, industry, and education via an internship program that would expose gifted and talented secondary school students to actual experiences which would increase their career awareness and knowledge of career opportunities. In addition, regular seminars were scheduled to expose students to decision-making techniques and clarification of their own values. The program serviced approximately two hundred 11th- and 12-grade students from Yonkers and eight other New York school districts. Over sixty businesses, industries, cultural, and educational institutions participated in BRIDGE. An onsite evaluation was conducted. Pre- and post-tests were administered to measure self-concept, career maturity, goal selection, self-appraisal, occupational information, and problem-solving ability. The following are some of the program accomplishments based on the collected data: there was a significant increase in the amount of school and business community cooperation in career education for the gifted; a booklet detailing the program was developed and disseminated by the American Association for Gifted Children; participants increased their knowledge of careers and their ability to make decisions; participants demonstrated an increase in their self-confidence; and participants demonstrated an increase in their knowledge about how organizations function and how organizational decisions are made and executed. (BM)

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BRIDGE

Business Relating To Industry To Develop Gifted Education

A Career Education Project For the Gifted and Talented

FINAL REPORT

October 31, 1979

Yonkers School District
Yonkers, New York

Southern Westchester BOCES Consortium
for the Gifted and Talented
Ardsley, New York

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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BRIDGE Project Performance Report

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2. GRANT NUMBER
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7. PROJECT LEADER: Devorah Heller

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9. MAJOR ACTIVITIES

PROJECT OBJECTIVES AND ACTIVITIES

BRIDGE was designed to bridge the gap between business, industry and education via a program that would expose the gifted and talented secondary student to actual experiences that would increase their career awareness and knowledge of career opportunities. This was accomplished through the creation of internships at sites ranging from business and industry, to cultural and educational institutions.

Seminars were designed to expose students to decision-making techniques and clarification of their own values. The seminars were held on a regular basis and were conducted by persons highly conversant with the needs of the gifted and talented.

The program serviced approximately two hundred 11th and 12th grade students from Yonkers and eight school districts affiliated with the Southern Westchester BOCES Consortium for the Gifted and Talented.

The objectives established for the program were:

. Major Process Objectives:

1.0 To increase the involvement of business and industry in the education of the gifted and talented secondary student.

Efforts to achieve objective:

a. The Yonkers Chamber of Commerce was invited to examine the project with the aim of endorsing it. They did so and actively promoted the project as one worthy of member support.

b. The Westchester County Association was approached for assistance in seeking out corporations which would be amenable to participating in the project. The association's participation and assistance were invaluable.

c. Over sixty businesses, industries, cultural and educational institutions participated in BRIDGE. The list which follows is a partial one, listing those organizations who consented to have their names made public:

Bloomingdales - White Plains, N.Y.
Chase Manhattan Bank - Hartsdale, N.Y. and New York City
CIBA/Geigy - Ardsley, New York
CITIBANK - Elmsford, N.Y. and Yonkers, N.Y.
City of Yonkers

Combe Incorporated
County Executive - White Plains, N.Y.
Delackner Helicopters - Mt. Vernon, N.Y.
A.H. Goldman - Yonkers, N.Y.
Grolier, Incorporated - White Plains, N.Y.
Home News and Times - Yonkers, N.Y.
Abigail Kirsch Caterers - Mt. Kisco, N.Y.
Loral Electronics System - Yonkers, N.Y.
Montefiore Hospital and Medical Center,
  New York City
New York Botanical Gardens - New York City
New York Zoological Society - New York City
Office Help Temporaries - Yonkers, N.Y.
Westchester Magazine - Mamaroneck, N.Y.
Pepsico - Purchase, N.Y.
Phelps Dodge - Yonkers, N.Y.
Precision Valve - Yonkers, N.Y.
St. Joseph's Hospital - Yonkers, N.Y.
Sarah Lawrence College - Bronxville, N.Y.
Scarsdale National Bank - Scarsdale, N.Y.
Sleepy Hollow Restoration - White Plains, N.Y.
Vista Computer - Elmsford, N.Y.
WFAS Radio - Ardsley, N.Y.
Westchester County Medical Center - Valhalla, N.Y.
Westchester Illustrated Magazine - Yonkers, N.Y.

2.0 To develop a model to be disseminated, in a booklet form, that will allow other Local Educational Agencies to integrate their efforts to involve business and industry in the education of the gifted and talented students.

Efforts to achieve objective:

Using funds allocated in the grant budget for dissemination purposes, a thirty-two page booklet was printed and mailed to all Career Education Projects funded by the Office of Career Education. Booklets were also sent to all organizations, school districts and consultants who participated in the project. The remainder were made available to any individual or organization requesting information about the project. The booklet takes the form of a primer and should serve to give sufficient information to any school district wishing to duplicate the project.

. Major Learner Objectives:

1.0 Participants will demonstrate increased knowledge of career and decision making skills.

2.0 Participants will show a significant increase in self-confidence, especially as related to career planning and ultimate employment opportunities.

3.0 Participants will increase their written and oral communications skills.

4.0 Participants will show positive growth in work-related habits.

1.0 Participants will demonstrate increased knowledge of career and decision making skills.

Efforts to achieve objective:

1. Seminar activities

Five seminars were conducted by experts in the fields of human relations and career planning. Emphasis was placed on examining career options, choosing colleges and graduate schools and flexible career planning. The first dealt with two major topics:

a. selecting a college or university sensitive to the educational needs of the gifted and talented

b. development of skills necessary for the internship interview

Later seminars were concerned with analyzing one's own career needs and aspirations, life as a gifted and talented individual, the role of the individual in the organization and organizational structure.

2. Internship Activities

Through the internships and the relationships established with the mentors, it is believed that the following sub-objectives were met:

a. Interns became more knowledgeable about how an organization functions, in particular, how decisions were made and carried out by executives and managers.

b. Interns developed managerial skills necessary to functioning effectively in an organizational environment.

c. Interns gained significant understanding of their host organizations as evidenced by their knowledge of:

- major products and/or services
- long range and short term objectives
- what constitutes organizational health
- decision making and problem solving processes
- organizational structure
- staff relationships; formal and informal
- financing procedures
- evaluation procedures as applied to performance objectives

2.0 Participants will show a significant increase in self-confidence especially as related to career planning and ultimate employment opportunities.

Efforts to achieve objectives:

Tests to determine students self-awareness, self-confidence and practical career awareness.

. The Career Maturity Inventory, by John Crites, published by McGraw-Hill (1973), is an instrument which surveys attitudes and competencies. There are five attitudinal clusters:

- Involvement in the career choice process
- Orientation toward work
- Independence in decision making
- Preference for career choice factors
- Conception of the career

The areas of student competence are:

- Self-appraisal
- Occupational information
- Goal selection
- Planning
- Problem solving

The test's attitude scale is a fifty item instrument which was standardized on high school students and which applies equally well to males and females. The attitude scale measures the rate of career development of the individual against the peer group. The attitude scale is widely used in research related to career education.

The competency portion of the Career Maturity Inventory is designed to be applicable to the student on the upper academic levels, requiring the knowledge of subject matter that is intrinsically interesting, as well as relevant to older adolescents and young adults.

. The Piers Harris Self-Concept Tests, by Ellen Piers and Dale Harris, published by Counselor Recordings and Tests (1969), is entitled, "The Way I Feel About Myself." It is a quickly completed, self-report instrument designed for a wide range and competency group. The scale was designed primarily for research on the development of children's attitudes. It yields Yes/No responses.

. The Self-Directed Search, by John L. Holland, Consulting Psychologists Press (1970), is subtitled, "A Guide to Educational Planning." It permits the students to survey a list of activities, competencies and occupations, broken down according to areas of occupation. The student is then asked to use the "Occupations Finder", which yields codes linked to the Dictionary of Occupational Titles. It is an informal way of having the youngster realistically assess his/her aptitude in relation to a career choice.

3.0 Participants will increase their written and oral communications skills.

Essay questions generated for the Exploration Scholarship Competition of 1977 were used by BRIDGE as a rated writing sample to determine mastery of spelling, punctuation, sentence structure and clarity of purpose.

4.0 Participants will show positive growth in work related habits.

Efforts to achieve objective:

a. Work Habits Profile - employers were asked to submit bi-monthly profile of interns' progress. Special emphasis was placed on interns' ability to work with others. Mentors were asked to evaluate interns' ability to follow instructions, be creative and make decisions.

b. Logs - interns were required to record all internship activities and were expected to share the log with the mentor on a weekly basis. The interns and mentors were advised that this would be an ideal opportunity to discuss the interns' progress and what was being done to encourage or inhibit progress.

The program operated in nine Westchester County school districts: Yonkers, Ardsley, Dobbs Ferry, Eastchester, Edgemont, Elmsford, Greenburgh, Rye Neck and Thornwood. A total of thirteen high schools participated.

The initial task was to explain the program to the administrative staffs of all the involved schools. The program objectives were discussed with special emphasis on:

1 - the procedures to be used in identifying prospective student participants

2 - evaluation instruments

3 - scheduling for internships and seminars

4 - internship development and placement

5 - seminar transportation

6 - communication between Project Leader and schools

The school personnel were asked to discuss BRIDGE with the person(s) who would act as liaison between the Project Leader and the prospective participants.

Each school was asked to submit a list of eligible students. The criteria were patterned after those established by the United State Office of Education. For the purposes of the program it was decided that the eligible students would be culled from the upper fifth percentile of the school population (NOTE: SEE APPENDIX EXHIBIT 1 FOR CRITERIA.) The list was forwarded to the Project Leader who then visited each school and interviewed and was interviewed by the prospective candidates. At this time the students made their decision as to whether or not to enter the program. Those who chose to enter were then closely interviewed as to what they perceived to be their career interests.

Internship development was concurrent with intern intake. Internships were developed by the Project Leader using two criteria:

1 - The students' expressed desire for a certain position
2 - The obvious desirability of a site

With almost two hundred students needing placement, the internship development sometimes assumed all the aspects of a madcap race. The Yonkers School District had already established an excellent working relationship with the business community through its Occupational Education Department. The BRIDGE Project Leader took advantage of these contacts to approach the Yonkers Chamber of Commerce and members of the business community. The Chamber enthusiastically supported BRIDGE and assigned its Chairman of the Chamber Education Committee to act as liaison to BRIDGE. Invaluable help was also offered by the Westchester County Association. Through information supplied by the County Association the Project Leader was able to contact over 150 organizations.

Letters explaining BRIDGE, followed by telephone calls, were forwarded to more than three hundred prospective internship sites.

The students were to begin serving their internships in January and were advised that they were obliged to spend at least six hours a week at the site. This is not nearly the amount of time it was hoped would be devoted to the internship, but scheduling problems for some interns precluded setting aside any more time. For some students there was no such problem and they were able to devote more than fifteen hours a week to BRIDGE. The average time spent at the internship site was twelve hours per week. As the year wore on it became obvious that most of the students had developed an easy rapport with their mentors and consequently enjoyed great flexibility in scheduling around examinations and extracurricular activities.

Interns were advised at the outset that BRIDGE would involve many sacrifices on their part as well as tremendous commitment. For these students, excellence had always been an easy matter. They were always at the top of the class, the winners of awards, the ones singled out for special recognition, the ones always chosen to represent the best in their schools. Their academic world was safe and familiar, with very little attendant risk. Now, BRIDGE would change that. It was not instead of regular programming, but in addition to it. The students were to be responsible for all school activities as well as to the requirements of BRIDGE. Seminar attendance was mandatory, internship attendance was a firm commitment. There were scheduling changes, independent study courses to arrange, transportation difficulties (BRIDGE was responsible only for transporting students to seminars, not to internship sites), and severely curtailed free time.

Interns were required to keep detailed logs of their internship activities and encouraged to share their notes with the mentors. Interns had free access to the Project

Leader, often visiting and telephoning the BRIDGE office. The Project Leader paid regular visits to each school for group meetings and to the internship sites for meetings with the interns and mentors.

The seminars also afforded the Project Leaders and interns another opportunity to talk with one another. This constant communications flow was perhaps one of the most positive aspects of the program.

11. EVALUATION

Every effort was made to insure that the project evaluation remained as objective as humanly possible. It is most difficult to avoid a feeling of possessiveness about a project. It is not too far fetched to say that the vast majority of those who become involved in BRIDGE, whether student, mentor, parent or educational professional, were convinced of its validity both as a career education project and an enrichment program for the gifted and talented. Feelings are all well and good, and "educated hunches" are often right on target, but neither can stand up to the stringent scrutiny of a professional evaluation.

To insure the integrity of the evaluation the Yonkers School District acquired the services of Raymond J. Horton Associates of Massapequa, Long Island. Two Horton associates, Dr. Maxine Hall and Mr. Irving Wasserman, were assigned the task of performing summative and formative evaluations of BRIDGE. Dr. Hall and Mr. Wasserman both had long and varied experiences as educators and researchers. Both are accomplished statisticians. Between them they attended every BRIDGE activity and devleoped questionnaires for use as evaluations of testing, seminars and internships.[2]

Several norm reference tests, nationally validated and proven reliable, were used in the pre and post test modes to determine if BRIDGE had made a significant difference in the student's self-awareness, decision making abilities and attitudes and understandings of career choices and opportunities.[3] Horton Associates tabulated the results and incorporated them into the final report attached to this synopsis of the program.

Note 2: See Appendix 2 for Questionnaire copies.

Note 3: See Appendix 2 for Tests.

12. ANTICIPATED CHANGES AND/OR PROBLEMS

BRIDGE encountered several problems during the year. Using hindsight, it is obvious, none were insolvable, but all were troublesome. A few, no doubt, diluted the experience for some students.

The major obstacles to a totally successful program were:

Scheduling: By the time notice of the grant award was received it was far too late to intervene in the program scheduling of BRIDGE students. This intervention was necessary so as to free up large blocks of time for the internships. BRIDGE youngsters were heavily enrolled in New York State Regents and Advanced Placement courses. Often, only one section of these courses was offered, and so the student could not enroll in the same course at a different time of day. Some students opted to take these courses as independent study projects. This entailed great difficulty for some students. For others, leaving these courses was an impossibility.

Development of Internships: With two hundred students needing two hundred placements, it became a tremendous task to develop internship sites. A whole education process developed to interest corporations in participating in BRIDGE. Interns were promised that their internships would provide meaningful work experiences -- after all, they would be working without pay. Few students needed the credit offered by BRIDGE upon successful completion of the project. The internship had to be of sufficient interest and excitement to induce the intern to make the sacrifices that lay ahead. Prospective mentors had to be convinced that the BRIDGE experience was to be a special one. In some cases interns were sorely disappointed in their placement, finding little challenge or an incommunicative mentor. Where possible, changes were made. Change came about when the Project Leader visited the site. The mentor and intern were invited to re-examine the project and intern objectives. Often "talking through" the situation alleviated any problems. Clarification of expectations and responsibilities would smooth over most misunderstandings. In other words, more effective communication could turn around a seemingly disappointing experience. When all else failed, the intern was reassigned.

More time to establish the internships would have been invaluable, but even had that been possible, there is no doubt that there would be unforeseen problems at some internship sites. Constant supervision and monitoring is the only way to ameliorate these problems. Even then, some internship sites will never be satisfactory and some interns will never be satisfied.

COORDINATION OF EFFORTS BETWEEN BOCES SCHOOLS AND THE BOCES CONSORTIUM

Two specific problem areas arose in dealing with the BOCES affiliated high schools. They were:

. Difficulties in establishing a communications network to relay information to BOCES student participants and school personnel. For whatever reason, the BOCES Gifted and Talented Consortium office was unable to act as a conduit after the initial meeting at which the Project Leader introduced BRIDGE to the representatives from the participating BOCES schools. This meant that all information for BOCES, of necessity, had to come from the Project Leader's office in Yonkers. This created delays and some confusion in communication. In some respects having all information emanate from Yonkers served to make for consistency and conformity. However, the BOCES office could have funcitoned as a vehicle for the BOCES schools in clearing schedules, assisting in arranging for transportation and serving as a central site for meetings among the Project Leader, school staff and students.

. Transportation was an endless problem. With nine different school district schedules it became a herculean effort to gather all the students together for the seminars. Different holiday and testing dates and far flung high schools made seminar scheduling most difficult.

Internship sites presented a whole different kind of transportation problems. Often the ideal internship had to be sacrificed for one closer to the student's home. While many students had their own means of transportation, most had to rely on public transportation which in Westchester, especially cross-county, is arduous and time consuming. Expense for transportation also became a factor. As mentioned earlier, BRIDGE provided transportation only to and from the seminars. Students bore the cost of travel to the internship sites. For some, multiple fares were involved. Transportation was a triple threat problem -- time, cost and availability.

13. DISSEMINATION ACTIVITIES

A great deal of effort was expended in "letting people know" about BRIDGE. BRIDGE had a large constituency, i Interns, mentors, parents and professional personnel. All required regular contact and special materials and activities were designed for each group (see Appendix II).

A. Interns

  1. Regular newsletters from the Project Leader
  2. Questionnaires

B. Mentors

  1. BRIDGE Packet
  2. Regular mailings

C. Parents

  1. Questionnaires
  2. Regular mailings

D. School Personnel

  1. Questionnaires
  2. Regular mailings

Publicity materials were developed for the local media. BRIDGE received mention in the local newspaper, over the local radio station and was often cited by the participating organizations in in-house organs.

A special packet was assembled as a response to inquiries from business, the community and professional colleagues.

The definitive description of the project appears in a booklet, a copy of which was forwarded to O.C.E. and all directors of O.C.E. projects for FY 1978-79. Additional copies were sent to cooperating organizations and educational agencies. Booklets were sent in response to inquiries made during the year that BRIDGE was in operation.

14. SPECIAL ACTIVITIES

EFFORTS TO REDUCE SEX STEREOTYPING

. All mentors were informed that no request for a male or female intern would be honored. All internships were to be open to youngsters of either sex. This stipulation was adhered to throughout the placement process.

. Every intern received a copy of I Can Be Anything -- Careers and Colleges for Women (Bantam Books, 1978). The rationale for this was that all students could benefit from this kind of information, and that it would be discriminatory against males to withhold that kind of guidance.

MENTORS CONFERENCE

All mentors were invited to attend a June conference at which they were thanked for their invaluable assistance and asked to fill out questionnaires soliciting their attitudes about a career education program for the gifted and talented, their specific feelings about BRIDGE, the value of the internship and their recommendations for a future program.

BRIDGE NATIONAL ADVISORY COUNCIL

The National Advisory Council was composed of men and women eminent in their chosen professions (See Appendix III).

Sub-committees of the Council named "The Local Council" met several times during the course of the year. The primary mandate of the Council was to advise the Project Leader. The regular sub-committee meetings proved invaluable. Topics under consideration were:

1. Relationship with the Southern Westchester BOCES Consortium for the Gifted and Talented
2. Seminar topics
3. Quality of internships
4. Scheduling difficulties
5. Evaluation procedures
6. Recommendations for future funding

The entire Council met for two days in May, 1979. The Council members had an opportunity to meet mentors, interns, school personnel and parents involved in BRIDGE. Sessions dealt with identifying problems, possible solutions, future funding and relationships with the community. All possible problems were identified. Consensus was reached on which problems should have priority and finally, all possible solutions. The result was a list of recommendations to the Project Leader.

EFFORTS TO PROVIDE CAREER EDUCATION FOR HANDICAPPED PERSONS

Handicapped youngsters were involved in BRIDGE because of their qualification as Gifted and Talented. That qualification was the sole criterion for admittance into the program.

APPENDICES

G+T — Selection Criteria —

APPENDIX I

This will cover vocational high schools, alternative high schools, as well as the academic high school. All students will be considered in the initial student pool. This will include bilingual students, those who are learning disabled and those who are physically handicapped.

The process for student identification has been drawn from procedures used at the Research and Guidance Laboratory for Superior Students at the University of Wisconsin.

We recognize that teacher judgement may be an imperfect tool in the identification of superior students, as teachers often miss the student who may be creative or disruptive. However, if teachers are given specific instructions about what to look for and are cautioned about avoiding common errors, the process becomes more effective. No procedure is perfect, and this is a limitation. However, in this process we seek a multidimensional look at the student, and do not depend totally on tests, which also have their drawbacks.

All schools will be given the following teacher guidelines. They were reminded that a superior student may not necessarily meet all the following criteria, but he will usually meet some combination of them:

1. Uses large vocabulary easily and accurately.
2. Is effective in spoken and written communication.
3. Has a rich reading background, and shows evidence that he thinks about his reading and likes to discuss it.
4. Shows a wide range of interests, or in exceptional cases a heavy concentration on one.
5. Spends time beyond usual assignments or schedules on things that interest him.
6. Spends much time on special projects of his own.
7. Performs significantly above grade level in school subjects.
8. Usually receives good marks in school classes.
9. Tends to figure out what is wrong with an activity and shows how it could be done better.
10. Gives refreshing twists even on old issues.
11. Shows little patience with routine procedures and skills.
12. Asks penetrating questions, particularly about causes and reasons.
13. Likes to seek answers to problems and puzzles.
14. Is quick to recognize relationships.

Although there is some variation in how local schools use the above criteria, all tried to stress a multiple-criteria approach, involving both objective measures and subjective judgements of those faculty members who knew the students best. One school identified its students in the following manner:

Step 1: All tenth and eleventh grade teachers are asked to nominate, with criteria similar to the above in mind, all the students they consider to be superior learners in their classes. (They are cautioned to consider for nomination even those students who cause disciplinary difficulties and those who may be apathetic, if, despite these characteristics, they have shown that they can learn well.)

Step 7: The final selections are reported to the teachers at a faculty meeting.

The procedure described above has the advantage of giving consideration to the opinions of all ninth grade teachers and keeps them informed about the school's effort to take special pains in recognizing students' superior performances in all fields. It gives due consideration to test performances. (The average IQ of the students selected by the process described above for one year was 131.)

This procedure, by including the teachers, keeps them informed as to student status in the program. As high schools are departmentalized, it affords teachers an opportunity to recognize students who are superior in all or any one field. The process does take standardized measures into consideration.

The procedure does have limitations in that a student could be overlooked, but as we increase teacher awareness this is likely to happen.

Activities

1. The project coordinator will develop school administrative support through a series of informational meetings at which there will be a description of student selection criteria, and those student experiences planned. Administration will be involved in developing student process for granting of credit. This can fit into the existing independent study program format. This program will be described in the High School Curriculum Bulletin for each of the schools.

2. The project coordinator, together with program consultants, will develop materials for business and industry to alert the business community to the needs of gifted and talented students. Various program possibilities will be developed at these meetings. It is important for business and industry personnel to realize that the ? - gifted students needs and is capable of handling real involvement in the work situation. A brochure of possible openings will be developed to be matched to student interest and talent.

3. Systemwide workshop sessions for school counselors and independent study teachers will be held, to discuss procedure for student identification and selection. These sessions will also serve as a place to share already existing practices. Discussions will cover topics of the relationship of the program to college admission. In addition to involving the counselor in the program for the 11th and 12th graders, this will serve to alert them to the program, so that they may consider this in planning for 9th and 10th grade students.

4. Students selected for this program will be invited to a series of student meetings to discuss the internship program, its goals and objectives. A college recruiter will be invited to discuss the implications of the program. Meetings will be held for parents of selected students.

Step 2: Counselors list all students who are nominated by the teachers and note the number of times each student has been named.

Step 3: Scores on tests of mental ability and achievement are added to the list for each student, along with an indication of whether or not he had been on the high honor roll, the regular honor roll, or has not been on either.

Step 4: The list of nominees with the number of times nominated, test scores, and honor roll standing is resubmitted to all teachers.

Step 5: Teachers rate any students they would like to renominate (or nominate for the first time even if they had overlooked them at the first step) on the following scale which was devised for the purpose. (Teachers are encouraged to interview the students before they rate them.)

CHECKLIST

Student's Name________________________________Date________________________

Circle a number of the scale at a point you think the pupil under consideration rates in the characteristics name. The scale numbers should be interpreted as follows: "1" indicates below average; "2," average; "3," above average; "4," well above average; and "5," exceptional.

	Low				High
High academic achievement	1	2	3	4	5
Advanced vocabulary and reading level	1	2	3	4	5
Expressive fine arts talent	1	2	3	4	5
Wholesome personal-social adjustment	1	2	3	4	5
Physical competence	1	2	3	4	5
Superior intellectual ability	1	2	3	4	5
Effective work (independently)	1	2	3	4	5
Persistent curiosity	1	2	3	4	5
Strong creative & inventive power	1	2	3	4	5
Special scientific ability	1	2	3	4	5
High energy level	1	2	3	4	5
Demonstrated leadership abilities	1	2	3	4	5
Well-developed mechanical skills	1	2	3	4	5

Please comment or list other reasons you care to as to the "why" of your choice. Is this student your 1st, 2nd, 3rd, or 4th choice? (Circle one)

Teacher's Signature________________________________

Step 6: A guidance committee composed of four teachers, two counselors, and the vice principal study all the records (ratings, test scores, number of nominations, honor roll membership, and written comments by teachers) of all the nominees and select those whom they consider to be superior.

APPENDIX I

EXECUTIVE MYTH INVENTORY

NAME OF INTERN ____________________

DATE ____________________

INSTRUCTIONS: READ EACH ITEM CAREFULLY AND DECIDE WHETHER YOU AGREE OR DISAGREE WITH IT. THEN CHECK THE APPROPRIATE COLUMN FOR EACH ITEM.

		Agree	Disagree
1.	The principal way to get a middle-level executive to work harder and better is to give the person a higher salary.	____	____
2.	All successful executives carry out their professional duties in more or less the same way.	____	____
3.	If you are a successful executive, you will not make all the important decisions yourself.	____	____
4.	Most highly paid executives have not had expensive educations at private colleges and business schools.	____	____
5.	Most executives are generalists rather than experts in some specialized field.	____	____
6.	A poor executive sets the goals for subordinates and then tells them how to achieve those goals.	____	____
7.	All large organizations make executives cold, impersonal, and bureaucratic, and nothing much can be done about it.	____	____
8.	An executive's emotional and spiritual needs are filled by his or her family and close friends, while the job fills the economic needs.	____	____
9.	The poorest way for executives to get people to work harder in an organization is to make them a little afraid of losing their jobs.	____	____
10.	People at the top of the organization should make all major decisions affecting the organization and those below should accept those decisions.	____	____
11.	If an executive gives employees more information than they actually need for their immediate tasks, they will misuse the information.	____	____
12.	Most employees are interested in the executive's evaluation of how they are doing on the job, whether or not it is directly related to a pay raise.	____	____

		Agree	Disagree
13.	If the executive gives middle-and lower-level employees a large voice in deciding how an organization does its work, they will try to arrange things to decrease their work load and responsibilities.		
14.	Executives in nonprofit organizations are less efficient than those in profit-making organizations.		
15.	Organizations work best when executives have formalized explicit rules that guide employee behavior in virtually every situation.		
16.	Executives can take more steps to make sluggish bureaucracies more responsive to the needs of the people they are supposed to serve.		
17.	You can always change the behavior of an organization by changing the kind of people who go into that organization; for example, a police force will be more tolerant if it recruits a large number of racial minorities to become policemen.		
18.	A supervisor in an organization is effective or not depending on the personal ability of the supervisor, not on how much authority is conferred on his/her position.		
19.	The informal groups of executives that seem to work together in large organizations are more influential in determining its success or failure then their titles and functions as described in an organization chart.		
20.	The executives can get orders carried out best by issuing instructions and then checking up to see that they are being carried out.		
21.	If an executive wants to change the way the organization operates, the best thing is to call in an outside expert who can figure out what to do.		
22.	For an organization to operate effectively, it is important that members of the organization do not always go through channels in giving instructions, information, etc.		
23.	Public organizations tend to be more ineffective because their executives are bound by civil service regulations, while executives of private organizations can hire and fire at will.		
24.	Executives do no clerical work.		
25.	Most executives work very hard.		

ADAPTED FROM SHARLENE P. HIRSCH'S EVALUATION I -
WORK HABITS PROFILE

APPENDIX II

BRIDGE

A CAREER PROGRAM for the GIFTED & TALENTED

Grant Award No. G0078C0025

YONKERS BOARD OF EDUCATION
145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 208

YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

MARCH 6, 1979

BRIDGE PROGRAM EVALUATION

BRIDGE HAS ACQUIRED THE SERVICES OF AN INDEPENDENT EVALUATOR, RAYMOND J. HORTON ASSOCIATES, FOR THE PURPOSE OF EVALUATING THE PROGRAM. IN ORDER FOR THE EVALUATION TO BE COMPLETE YOUR OPINIONS ARE NEEDED ABOUT A NUMBER OF IMPORTANT ITEMS.

ATTACHED IS A QUESTIONNAIRE DESIGNED TO ELICIT AND RECORD YOUR RESPONSES TO QUESTIONS ABOUT BRIDGE. THESE QUESTIONS RELATE TO YOUR EXPERIENCES IN THE PROJECT AS WELL AS YOUR EDUCATIONAL AND CAREER PLANS. THE RESULTS WILL PROVIDE IMPORTANT INFORMATION AND ASSISTANCE IN MAKING RECOMMENDATIONS REGARDING THE PROGRAM. THE CONFIDENTIALITY OF YOUR RESPONSE IS ASSURED AND YOU ARE REQUESTED NOT TO INCLUDE YOUR NAME OR ANY OTHER INFORMATION WHICH MIGHT IDENTIFY YOU. PLEASE RETURN THE COMPLETED QUESTIONNAIRE TO THE BRIDGE OFFICE WITHIN THE NEXT TWO DAYS.

THANK YOU FOR YOUR HELP.

SINCERELY,

Devorah Heller

DEVORAH HELLER
PROJECT LEADER

DH:JG
ENCS.

BRIDGE PROGRAM EVALUATION

In order to insure the confidentiality of your responses you are requested not to include your name. However, in order to permit reliability comparisons you are asked to fill out the Code Name form which follows the instructions. As you will be able to see the code word you generate is virtually unbreakable and this procedure has been approved by the United States Department of Health, Education and Welfare to insure subject confidentiality when two questionnaire results from the same individual must be compared. This procedure will permit a comparison between the two results of a code name but prohibits identification of the individual person involved.

In order to assess the reliability of the questionnaire a percentage of participants will be asked to fill out the questionnaire again within 30 days.

BRIDGE PROGRAM EVALUATION

Reliability

Caspar Code Name

Please read each statement below carefully and write the correct letter for each statement on the left hand line.

Please print clearly.

_____ First letter of your middle name. (If no middle name, write Z).

_____ First letter of the month you were born in.

_____ First letter of your sex. (Male or Female)

_____ First letter of the name of your street.

_____ First letter of your mother's first name. (If unknown, write X).

BRIDGE PROGRAM EVALUATION

INSTRUCTIONS

By completing this questionnaire, you will be helping to improve the quality of service provided by the BRIDGE Program.

Please respond to each statement.

As a result of your participation in the BRIDGE Program, to what extent does the condition exist in the BRIDGE Program?

THIS CONDITION EXISTS:

(?) Do not know the extent to which the condition exists in the BRIDGE Program.

(1) Condition does not exist at all in the BRIDGE Program.

(2) Condition exists to a slight extent in the BRIDGE Program.

(3) Condition exists to a moderate degree in the BRIDGE Program.

(4) Condition exists to a fairly large extent in the BRIDGE Program.

(5) Condition exists to a very large extent in the BRIDGE Program.

Please circle the appropriate symbol or number at the side of each statement.

EXAMPLE

	The condition exists:
Personnel in the program take an individual interest in their students.	? 1 2 3 4 [✓ 5]

In the example, the person answering has indicated (5) - that he believes, to a very large extent, that personnel takes an individual interest in their students.

Remember to respond to the scale for each statement. Please be objective and candid. Use Do not know only if you can make no judgement.

A scale has been printed at the top of the page for your reference when responding to the items.

Thank you for your cooperation.

BRIDGE PROGRAM EVALUATION

The condition exists

Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
?	1	2	3	4	5

As a result of my participation in the BRIDGE Program:

The condition exists:

My knowledge of new career opportunities, open to me, has increased.......................... ? 1 2 3 4 5

My post high school educational plans have changed...................................... ? 1 2 3 4 5

If you responded Do not know or Not at all to either or both of the previous statements skip the next three statements.

A. The nature of my post high school educational plans have changed....... ? 1 2 3 4 5

B. The planned length of my post high school education has increased....... ? 1 2 3 4 5

C. The planned length of my post high school education has decreased....... ? 1 2 3 4 5

PLEASE CONTINUE WITH THE REST OF THE ITEMS

My insights into my personal abilities have increased.................................... ? 1 2 3 4 5

I have identified weaknesses in my background which need to be strengthened................. ? 1 2 3 4 5

My confidence in my ability as a student has increased.................................... ? 1 2 3 4 5

My understanding of how an organization operates on a day to day basis has increased........... ? 1 2 3 4 5

My understanding of how an organization functions has increased.............................. ? 1 2 3 4 5

My ability for successfully coping with a job interview has increased...................... ? 1 2 3 4 5

BRIDGE PROGRAM EVALUATION

The condition exists

Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
?	1	2	3	4	5

The condition exists:

My training for successfully coping with job interviews was adequate.................... ? 1 2 3 4 5

The amount of training provided by the program for successfully coping with job interviews should be increased......................... ? 1 2 3 4 5

If you were working, or are now working as part of the BRIDGE Program please respond to the next group of statements.

A. The training you received in the Program was useful on your job................ ? 1 2 3 4 5

B. I have had opportunities to make decisions on my own............................ ? 1 2 3 4 5

C. I have had opportunities to participate in decision making with groups........ ? 1 2 3 4 5

D. My ability to work as part of an employee group has increased.................. ? 1 2 3 4 5

E. On the job, I have had opportunities to work on meaningful activities......... ? 1 2 3 4 5

F. Working is pretty much as I had imagined it to be............................ ? 1 2 3 4 5

G. I have a warm friendly relationship with my mentor............................ ? 1 2 3 4 5

H. My mentor is the type of person with whom I would like to work full time......... ? 1 2 3 4 5

I. The mentor with whom I work is responsive to my problems........................ ? 1 2 3 4 5

BRIDGE PROGRAM EVALUATION

The condition exists

Do not know ?	Not at all 1	To a slight extent 2	To a moderate extent 3	To a fairly large extent 4	To a very large extent 5

		The condition exists:
J.	The mentor with whom I work treats me fairly..............................	? 1 2 3 4 5
K.	The mentor with whom I work treats me as a responsible adult...............	? 1 2 3 4 5
L.	The amount of time involved in the project (working) has had a positive affect on my work at school..........	? 1 2 3 4 5
M.	The amount of time involved in the project (working) has had a negative affect on my work at school..........	? 1 2 3 4 5

PLEASE CONTINUE WITH THE REST OF THE ITEMS

My ability to express myself, when speaking, has improved.................................	? 1 2 3 4 5
My ability to express myself, in writing, has improved..................................	? 1 2 3 4 5
Participation in the project has positively affected my work in school..................	? 1 2 3 4 5
Participation in the project has positively affected my relationships with other people..	? 1 2 3 4 5
My placement in the internship is based upon my abilities..............................	? 1 2 3 4 5
My placement in the internship has provided the opportunity to learn new skills..........	? 1 2 3 4 5

BRIDGE PROGRAM EVALUATION

Very useful areas of training in the internship program are:

Areas not useful to me in the internship program are:

On the lines below please note any comments you would like to make about the program. Please feel free to make suggestions or candid criticisms which will help to strengthen the program.

APPENDIX II

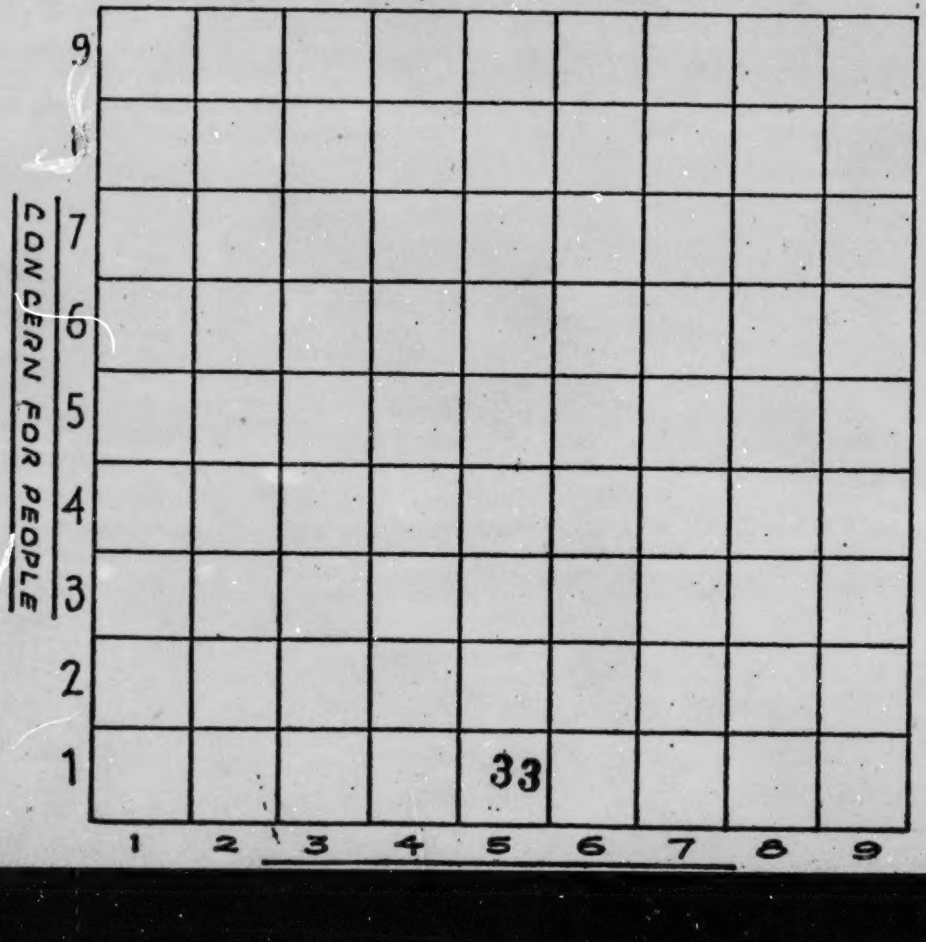
EVALUATION PACKET
FOR
BRIDGE INTERNS
BLAKE-MOUTON GRID

There are several means for evaluating executive performances, especially as it pertains to the management process.

One instrument is the Blake-Mouton Grid. It measures two variables and seeks to establish the relationship between them. The grid assesses executive concern for people and concern for production. The ideal executive would be 9.9; a mediocre one 5.5. A figure such as 1.9 or 9.1 would indicate a severe imbalance.

You are being asked to rate your mentor. On the reverse side of the paper you are required to give a brief rationale for your rating. You are also asked to rate yourself with a numerical ratio and explain your reasons for such a rating.

BRIDGE



APPENDIX II

BRIDGE MENTOR'S EVALUATION

f Mentor ______________________________ Date ____________________

ch item, circle the number that best fits your response.

very: 4=moderately: 3=somewhat: 2=not very: and 1=not applicable

have further comments, please use the space provided at the end.

	Very	Moderately	Somewhat	Not Very	Not Applicable
w satisfied are you with the overall IDGE program?	5	4	3	2	1
w well did you understand the goals the program at the beginning?	5	4	3	2	1
w well were your own goals met for e intern?	5	4	3	2	1
w[illegible] was the placement process ganized?	5	4	3	2	1
w well prepared was your intern for e experience?	5	4	3	2	1
w helpful was the Project Leader in sisting the intern in making adjust- ts?	5	4	3	2	1
w accessible was the Project Leader n you needed information or assis- ce?	5	4	3	2	1
well suited was the intern to the ds of the organization?	5	4	3	2	1
useful is the program for educating dents about the world of work? ase evaluate letters A through E terms of this question.	5	4	3	2	1
rned how decisions are made and ried out by persons in authority?	5	4	3	2	1
me[illegible]owledgeable about how an organ- tion functions?	5	4	3	2	1

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	Very	Moder-ately	Some-what	Not Very	Not Appli-cable
C) Developed sound work habits, such as appropriate appearance, dependability, discretion, interpersonal sensitivity, independence, accuracy, promptness, maturity, and positive attitude.	5	4	3	2	1
D) Strengthened ability to write fluently and precisely.	5	4	3	2	1
E) Strengthened ability to speak with confidence and maturity.	5	4	3	2	1
10) How willing would you be to recommend BRIDGE interns to your colleagues in your business and professional organizations?	5	4	3	2	1
11) How willing would you be to continue as a mentor if Yonkers continues a career education project for the Gifted and Talented?	5	4	3	2	1

FURTHER COMMENTS:

APPENDIX III

BRIDGE PROGRAM YONKERS SCHOOL DISTRICT

SCHEDULE FOR NATIONAL ADVISORY COUNCIL MEETING

MAY 9 and 10, 1979

5/9 1:00 P.M. - 4:00 P.M. Overview Session - Paine Room - Devorah Heller Project Leader, BRIDGE

Marjorie Craig - V.P. and Executive Director, A.A.G.C.

Dr. Andrew McGowan - Guidance Counselor, Roosevelt High School, Yonkers, NY

Steven Janowitz - Assistant Principal, Roosevelt High School, Yonkers, NY

Eve Gordon - Intern, Starch Inra Hooper

Steven Shaer - Intern, Loral Electronic Systems

Ann Bergenson - Mentor, Loral Electronic Systems

Mrs. Roger Seti - Parent, Ardsley High School

This session will deal with the genesis of the grant; early efforts; implementation; identification and orientation procedures.

4:00 P.M. - 6:00 P.M. Informal Session - Room 619

6:00 P.M. - 7:30 P.M. Dinner - Paine Room

7:30 P.M. - 9:00 P.M. Student Panel

Mark Krueger - Author of On Being Gifted; Corporate Communications, The Continental Group

Craig Dicker - Intern, Montefiore Hospital

Janet Ellis - Intern, Family Court, Westchester County

Patricia Lawrence - Intern, National Bank of North America

Abby Sandler - Intern, CIBA/GIEGY

Larry Weissman - Intern, Loral Electronic Systems

Chris Young - Intern, Chase Manhattan Bank

BRIDGE PROGRAM YONKERS SCHOOL DISTRICT

SCHEDULE FOR NATIONAL ADVISORY COUNCIL MEETING

MAY 9 and 10, 1979

This session will deal with being gifted. The personal, scholastic and career attitude of each youngster and how BRIDGE has affected those attitudes.

5/10	7:00 A.M. - 9:00 A.M.	Breakfast	- The City
	9:30 A.M. - 11:30 A.M.	Analysis of Project BRIDGE - Jay Room	
		Gladys Pack	- Project Director, High and Wide, President Westchester Association for Gifted Children
		Gloria Richards	- Coordinator of Secondary Education, Yonkers School District
		Marla Bolotsky	- Intern, Bloomingdale's
		Audrey Roshkind	- President Yonkers Council of PTA's
		S.J. Shulman	- Executive Director, Westchester County Association
	12:00 Noon -1:30 P.M.	Lunch	- Paine Room
	1:30 P.M. -3:30 P.M.	Problem Solving	- Gladys Pack

This closing session, will attempt to solve those problems identified earlier. We will discuss continuation of the program, future funding, new goals.

APPENDIX III

BRIDGE

A CAREER PROGRAM for the GIFTED & TALENTED

Grant Award No. G0078C0025

YONKERS BOARD OF EDUCATION
145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 208

YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

MINUTES OF BRIDGE NATIONAL ADVISORY COUNCIL MEETING-OVERVIEW SESSION

HELD WEDNESDAY, MAY 9, 1979

SHERATON PLAZA INN, NEW ROCHELLE, NY

Advisory Council Members

Ms. Marjorie Craig
Ms. Carolyn Deal
Dr. Harlan Hanson
Ms. Grace Lacy

Mrs. Gail Robinson
Ms. Fran Rossi
Dr. William Vassar

Yonkers School District

Mrs. Devorah Heller
Mrs. Gladys Pack

Invited Guests

Ms. Ann Bergenson - Mentor, Loral Electronic Systems
Ms. Eve Gordon - Intern, Starch Inra Hooper
Mr. Steven Janowitz - Assistant Principal, Roosevelt High School
Dr. Andrew McGowan - Guidance Counselor, Roosevelt High School
Mrs. Roger Seti - Parent of Intern, Ardsley High School
Mr. Steven Shaer - Intern, Loral Electronic Systems

Marjorie Craig, Executive Director and Vice President of the American Association for Gifted Children welcomed the guests to the first session of the BRIDGE National Advisory Council Meeting at 1:30 P.M. Ms. Craig discussed the role of the Council as an advisory body to BRIDGE. She also spoke about the A.A.G.C's part in the project, as a consulting agency and the unit responsible for the development of a booklet describing the project.

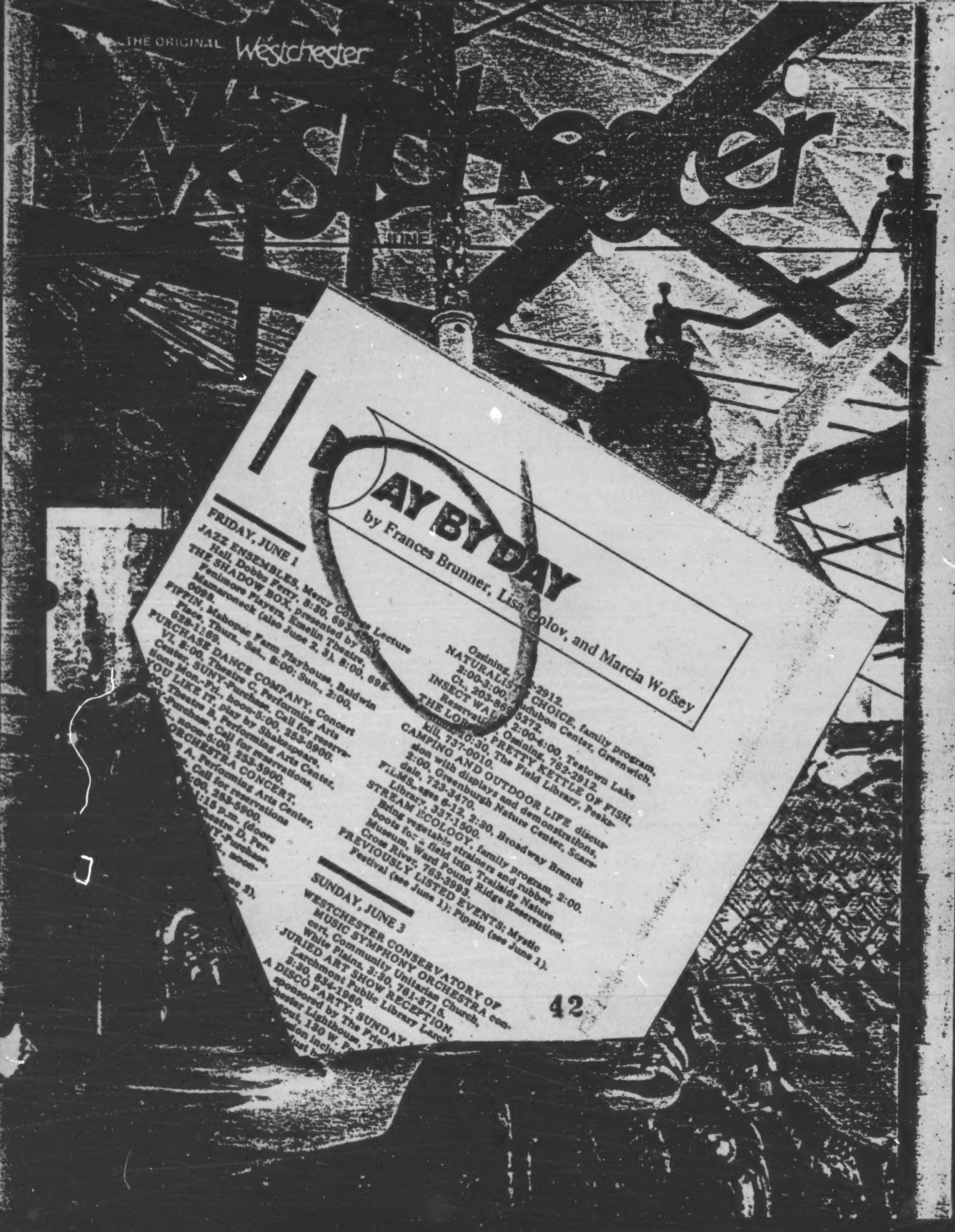
Devorah Heller, BRIDGE Project Leader, presented an overview of the program. Mrs. Heller discussed the genesis of the grant, which was in recognition of the need for a career education program for the gifted and talented. A slide presentation dealing with the need for a program for the gifted and talented followed. Identification criteria and selection process of the candidates for BRIDGE, communications procedures and evaluation were discussed. Mrs. Heller explained the procedures used in making contact with business people to develop internships. Special thanks were given to the Westchester County Association and the Yonkers Chamber of Commerce for their efforts in providing the project leader with leads about prospective internships. Business people were approached through mailings, telephone and personal visits. Materials were prepared to acquaint mentors with the objectives set for the interns and for the program in general. Further discussion revolved around communication with students, parents and school personnel.

Ms. Craig was the moderator for the panel discussion which followed Mrs. Heller's presentation. Panel members were Steven Shaer, Eve Gordon, Dr. Andrew McGowan, Steven Janowtiz, Ann Bergenson and Mrs. Roger Seti. Participants were asked to discuss their reactions to the program from their point of reference (i.e.-intern, mentor, school staff, parent). The consensus reached was that BRIDGE was definitely effective as a means of developing career awareness in the gifted and talented and a very good means of developing rapport between the school district and the business community.

The session adjourned at 4:30 P.M.

Respectfully submitted by Devorah Heller.

RELATED MATERIALS



DAY BY DAY

by Frances Brunner, Lisa Golov, and Marcia Wofsey

FRIDAY, JUNE 1

JAZZ ENSEMBLES, Mercy College Lecture Hall, Dobbs Ferry, 8:30, 693-4500.

THE SHADOW BOX, presented by the Fenimore Players, Emelin Theatre, Mamaroneck (also June 2, 3), 8:00, 698-0098.

PIPPIN, Mahopac Farm Playhouse, Baldwin Place, Thurs., Sat., 8:00; Sun., 2:00, 628-1169.

PURCHASE DANCE COMPANY, Concert VI, 8:00, Theatre C, Performing Arts Center, SUNY-Purchase. Call for reservations Mon.-Fri., noon-5:00, 253-5900.

YOU LIKE IT, play by Shakespeare, 00, Theatre B, Performing Arts Center, -Purchase. Call for reservations, noon-5:00, 253-5900.

ORCHESTRA CONCERT, A, Performing Arts Center, Call for reservations :00, 253-5900.

1:15 p.m. (doors Theatre D, Per Y-Purchase, d., noon-

Ossining, 762-2912.

NATURALIST'S CHOICE, family program, 2:00-3:00, Audubon Center, Greenwich, Ct., 203-869-5272.

INSECT WALK, 2:00-4:00, Teatown Lake Reservation, Ossining, 762-2912.

THE LO[illegible] 10:30, PRETTY KETTLE OF FISH, The Field Library, Peekskill, 737-0010.

CAMPING AND OUTDOOR LIFE discussion with displays and demonstrations, 2:00, Greenburgh Nature Center, Scarsdale, 723-3470.

FILMS, ages 6-12, 2:30, Broadway Branch Library, 337-1500.

STREAM ECOLOGY, family program, 2:00. Bring vegetable strainers and rubber boots for a field trip. Trailside Nature Museum, Ward Pound Ridge Reservation, Cross River, 763-3993.

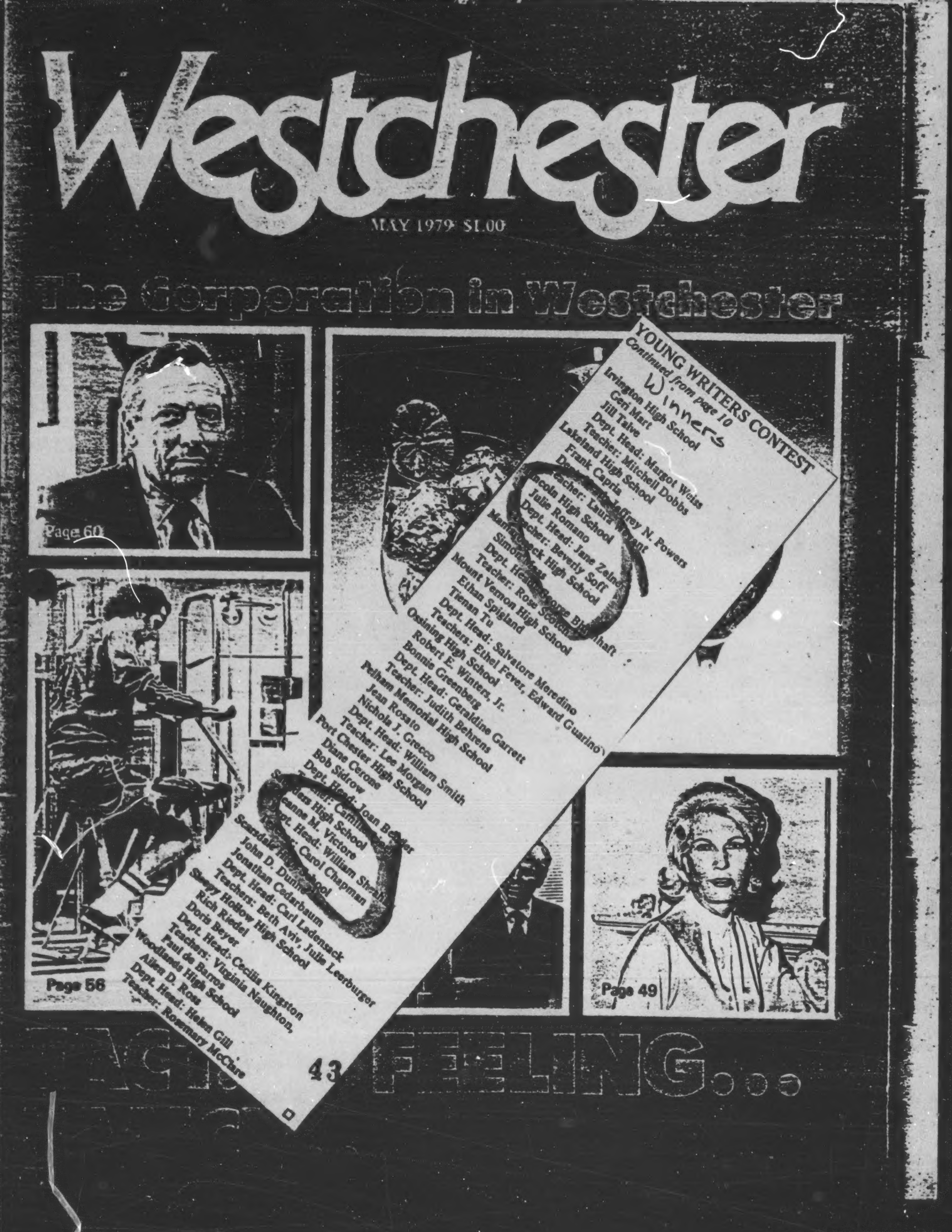
PREVIOUSLY LISTED EVENTS: Mystic Festival (see June 1); Pippin (see June 1).

SUNDAY, JUNE 3

WESTCHESTER CONSERVATORY OF MUSIC SYMPHONY ORCHESTRA concert, Community Unitarian Church, White Plains, 3:30, 761-3715.

JURIED ART SHOW RECEPTION, Larchmont Public Library Larch 3:30, 834-1960.

A DISCO PARTY: SUNDAY sponsored by The Frien chester Lighthouse, 7 out, 130 W. P ion inclu must b



Westchester

MAY 1979 $1.00

The Corporation in Westchester

Page 60

Page 56

Page 49

FEELING...

YOUNG WRITERS CONTEST

Continued from page 10

Winners

Irvington High School
Geri Mart
Jill Talve
Dept. Head: Margot Weiss
Teacher: Mitchell Dobbs
Lakeland High School
Frank Capria
Dept. Head: Jeffrey N. Powers
Teacher: Laura Weyant
Lincoln High School
Julie Romano
Dept. Head: Jane Zelno[illegible]
Teacher: Beverly Soff
Mamaroneck High School
Simon [illegible]
Dept. Head: George Bl[illegible]
Teacher: Rose Scotch [illegible]nhaft
Mount Vernon High School
Ethan Spigland
Tienan Tu
Dept. Head: Salvatore Meredino
Teachers: Ethel Fever, Edward Guarino
Ossining High School
Robert E. Winters, Jr.
Bonnie Greenberg
Dept. Head: Geraldine Garrett
Teacher: Judith Behrens
Pelham Memorial High School
Jean Rosato
Nichola J. Grecco
Dept. Head: William Smith
Teacher: Lee Morgan
Port Chester High School
Diane Cerone
Bob Sidrow
Dept. Head: Joan Be[illegible]der
Teacher: Camill[illegible]
[illegible]ders High School
Jeanne M. Victore
Dept. Head: William She[illegible]
Teacher: Carol Chapman
Scarsdale High School
John D. Dunn[illegible]
Jonathan Cedarbaum
Dept. Head: Carl Ladensack
Teachers: Beth Aviv, Julie Leerburger
Sleepy Hollow High School
Rich Riedel
Doris Beyer
Dept. Head: Cecilia Kingston
Teachers: Virginia Naughton,
Paul de Barros
Woodlands High School
Allen D. Ross
Dept. Head: Helen Gill
Teacher: Rosemary McClure

□

BRIDGE Salutes Sponsors

Yonkers Home News & Times 9-7-79

President of the Board of Education Dorothy DeRuve poses happily with Deborah Heller, director of the successful new "BRIDGE" intern program for gifted and talented high school seniors, at a recent reception for participating companies and institutions. The affair, held in the reception area of Elizabeth Seton College on North Broadway, was attended by representatives of the more than sixty firms and organizations which utilized interns during the program's first semester.

In their remarks, members of the Board of Education acknowledged the energetic and persuasive efforts of Mrs. Heller in producing a successful first year for the Bridge project.

COUNCIL CAPERS

The summer doldrums have come the chambers of the Yonkers City ouncil and at tonight's session - called out of rotation - there will be nothing more exciting to be done than officially verify the new $102.11 per $1,000 property tax rate of assessed value.

It is the final act in adopting a record $172.5 million operating budget for the year.

In order to balance out the past fiscal year's budget, the Council will also readily adopt a money transfer resolution affecting almost $1.8 million between various departments and their elements.

One item that the Council can be assured of avoiding is a resolution by eighth ward councilman Frrd Pisculli abolish the omnipotent "Committee on Rules" and replace it with six decentralized committees. Pisculli contends the present Rules Committee "has been arbitrary and capricious in its handling of legislation vital to the welfare of this city and its residents."

Pisculli himself is probably the greatest victim of such practices; it often serves as a shuttle to his proposals.

[Continued on Page 4]

'I Believe In Yonkers' Now Has Committee

The already successful "I Believe in Yonkers" campaign now has a planning committee which is chaired by Eric Hursh, manager of Citibank, and will soon be meeting initially to generate innovative ideas for promoting a positive image for the City of Yonkers.

The committee is under the jurisdiction of the Yonkers Chamber of Commerce.

Present Goals include making recommendations for effective advertising, planning and executing the established timetable of events and monitoring the campaign's progress and success. The committee will meet on a regular basis to insure that these goals are met.

The eight person committee, chaired by Hursh, includes Arnold Albert, (President of Pioneer Neon Signs), John Sitomer (President of Shoperama), Gary Chesler (General Manager of Robin Hood Army and Navy Stores), Patrick Rowlands, (Operations Manager for John Wanamaker), Sal Albano, (Manager of C.H. Martin Co.), Michael Shipsky, (Manager of Hudson Valley National Bank), and David Plowden, Vice President of WRNW-FM. Committee members were chosen to represent companies and organizations that have a serious committment in keeping Yonkers a viable and flourishing City.

ERIC HURSH

Eric Hursh, Chairman, commented, "The components of the 'I Believe in Yonkers' campaign are as infinite as the imagination of the people involved. The job of the committee will be to give advice on the coordination and implementation of the ideas generated."

The campaign thus far has conducted an impressive promotional drive utilizing such gimmicks as lapel buttons and bumper stickers as well as an eyecatching media and trade show slide production of the city's natural and economic advantages, all backed by a catchy "I Believe In Yonkers" theme song recording. More recently, it has been dispersing similar messaged tee shirts. Next on the agenda are "hard-sell" activities and recitations designed to attract new business and jobs to the fourth largest city in the state.

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (*see NOTE above*) WHO ARE	RACE/ETHNICITY (*all Participants including Handicapped, Gifted and Talented, and Low Income*)						OF THE TOTAL (*column (6)*) NUMBER WHO ARE			OF THE TOTAL (*column (6)*) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	*TOTAL (sum of columns (1) through (5))* (6)	HANDI-CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (*K-6*)											
MIDDLE/JUNIOR HIGH (*7-9*)											
SENIOR HIGH (*10-12*)			23	132	14	169	2	169		89	79
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (*non-matriculated*)											
SUB-TOTAL											
EDUCATIONAL PERSONNEL											
TEACHERS											
COUNSELORS			2	14	0	16					
ADMINISTRATORS				1		1					
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY			15	46	12	73					
PARENTS			39	201	22	262					
OTHER (*specify*)											
TOTAL			79	394	48	521					

OE FORM 467, 2/76

BRIDGE EVALUATION

Business Relating to Industry for the Development of Gifted Education

BRIDGE EVALUATION

Submitted by:

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October 31, 1979

Program

The Bridge Program is a career awareness and opportunity program for gifted and talented secondary school students that seeks to form stronger ties between the business world and the educational system.

To accomplish this, the program provided opportunities for:

a. business and schools to plan activities together that provide career planning experience for students

b. students to participate in on site business career experiences through the Intern program

c. providing business personnel the experience of supervising student interns through the Mentor program

d. students to share the knowledge and experience of the various consultants through the Seminar program.

Community

The City of Yonkers has a population of somewhat more than 200,000 people and is located on the east bank of the Hudson River directly north of New York City. The Western area of the city contains the "downtown" area and is overcrowded, has widespread sub-standard housing, and, naturally, a high percentage of low socio-economic level families.

There are more than 26,000 students in the Yonkers Public Schools one third of whom are members of minority groups.

The median income for the City of Yonkers as a whole is a bit more than $12,000 per year. However, the median income of the residents in the older western portion of the city is about $8,000 per year. The median yearly income for families in the communities associated in the BOCES Consortium are considerably higher than those of Yonkers!

A DESCRIPTION OF THE COMMUNITY IN WHICH THE APPLICANT AGENCY IS LOCATED IN TERMS OF:

Geographic location and size

The City of Yonkers stretches along the Hudson River and falls rather naturally into four geographic areas, divided into East and West by Central Ave., with approximately 204,707 individuals residing in the City. The areas have been separated as follows:

Southwest - Area 1

Northwest - Area 2

Southeast - Area 3

Northeast - Area 4

The western are of the city, particularly Southwest Yonkers, includes Getty Square, the downtown area. Overcrowding and substandard housing is widespread in this area. The socio-economic status of families residing here is low. There is also a high minority population. This section of the community is our target area.

Classification as Urban School System According to the USOE Definition

The City of Yonkers meets the classification as an urban school system.

Number and types of ethnic groups residing in the areas

There are approximately 26,090 students in the Yonkers School System. The 1976-77 enrollment and student ethnic breakdown is as follows:

Category	Number	Percentage
American Indian	24	0.1
Black American	4,369	17.0
Asian Americans	360	1.5
Spanish-Surnamed Americans	2,892	11.4
Arabic	533	2.0
Other	17,912	68.0

Total Minority 8,178

Total Non-Minority 17,912

The student ethnic breakdown is consistent with the community picture in terms of ethnic groups residing in the areas of the proposed grant.

The number of persons with limited English-speaking ability residing in the area

The Yonkers Public School District consists of a multi-cultural and multi-ethnic non-English population which is Spanish speaking, Arab and Portuguese, as well as speakers of other languages. Fifteen percent (15%) or 3,785 students in the Yonkers school population are in need of bilingual education.

Community socioeconomic profile

An analysis of median income for the City as a whole indicates that while the median income for the total city is $12,151, the median income for the areas with a heavy concentration of Black, Spanish-speaking and senior citizens is approximately $8,800. It is also important to note that the geographic areas of the city which have been described, run from the southern most border, to the northern most border of the city and are concentrated in the western and older half of the city.

Median Family Income by Municipality

		1959	1969	Percent Change 1959-69	1973 Estimate
	County	8,052	13,784	71	17,400
C	Mount Vernon	6,873	10,973	60	13,600
I	New Rochelle	8,131	13,183	62	16,400
T	Peekskill	6,427	10,593	65	13,200
I	Rye	11,205	19,925	78	25,400
E	White Plains	8,012	13,569	69	17,000
S	Yonkers	7,471	12,151	63	15,100
	*Ardsley	11,686	19,921	70	25,100
	Briarcliff Manor	14,251	25,471	79	32,500
V	Bronxville	18,628	23,264	25	27,400
	Buchanan	6,915	12,122	75	15,400
I	Croton-on-Hudson	8,113	13,793	70	17,400
	*Dobbs Ferry	8,31[illegible]	15,247	83	19,600
L	*Elmsford	7,084	11,509	63	14,300
	*Hastings	9,030	15,999	77	20,300
L	*Irvington	9,798	16,936	73	21,400
	Larchmont	11,915	21,923	84	28,100
A	Mamaroneck	7,642	13,434	76	17,000
	Mount Kisco	6,841	12,631	85	16,200
G	*North Pelham	7,494	12,530	67	15,700
	*North Tarrytown	7,277	12,087	66	15,100
E	Ossining	6,882	11,804	72	14,900
	*Pelham	16,210	23,735	46	28,800
S	*Pelham Manor	14,773	22,646	53	27,800
	*Pleasantville	8,470	14,708	74	18,600
	*Port Chester	6,644	10,727	61	13,300
	*Scarsdale	22,177	33,886	53	41,600
	*Tarrytown	8,090	13,674	69	17,200
	*Tuckahoe				

MADE IN U.S.A
RAG CONTENT

5

		1959	1969	Percent Change 1959-69	1973 Estimate
U	*Bedford	8,773	18,140	107	24,100
N	Cortlandt	7,247	13,442	85	17,300
I	*Eastchester	10,443	16,705	60	20,700
N	*Greenburgh	10,389	17,164	65	21,400
C	*Harrison	8,544	14,336	68	18,000
	Lewisboro	7,232	16,400	127	22,300
T	Mamaroneck	12,882	20,538	59	25,400
O	*Mount Pleasant	8,623	16,106	87	20,800
W	*New Castle	14,140	26,745	89	34,600
N	*North Castle	8,363	18,558	122	25,100
	North Salem	6,837	14,087	106	18,700
A	Ossining	9,078	17,689	95	23,100
R	Pound Ridge	13,019	20,383	57	25,200
E	*Rye	10,797	18,651	73	23,600
A	Somers	7,351	14,036	91	18,200
S	Yorktown	7,885	14,601	85	18,800

* Component school districts

METHODOLOGY AND DATA SOURCES

Data through 1969 is from the census. The 1973 estimate for the County is based on regional trends. Figures for municipalities are based on the estimated county rate of growth as modified by past rates of each municipality.

NOTE: Census income figures include wages and salaries, earnings from self-employment, pensions, social security, public assistance, etc. They exclude inheritances and other non-recurrent sources of income such as capital gains. Income as measured by the census is generally somewhat lower than that measured by other official methods such as estimates based on IRS data. The 1973 estimates given here are, in effect, estimates of what a census taken in 1974 would find regarding 1973 incomes.

Population

The student population that participated in the Program was drawn from the upper five percent of the high school juniors and seniors attending Yonkers High Schools and the schools in the BOCES Consortium. The selection process relied on:

a. teacher judgement (based on developed guidelines)

b. standardized mental ability and achievement test scores and honor roll placement of those named in a. above.

c. names of nominated students plus information developed from b. above resubmitted to teachers for ranking and comments.

d. final selections made by a committee of teachers, counselors, and administration representative based on data in a., b., and c., above.

Under the U.S.O.E. funded Career Education program, the Yonkers School District has developed a career awareness and exploration model. In addition to this, the Human Relations Department has developed curricular materials and specific workshop models for high school students in areas of decision-making, values clarification and conflict resolution, as well as organizational development. The department has worked most successfully with the gifted high school population in the area of leadership training.

The Yonkers Career Center as well as the Yonkers Cooperative Work Programs both involve career preparation for high school students. These programs are both partly funded by the U.S. Office of Education. Both programs involve the student in work study. Although neither of these programs are designed specifically for the gifted and talented student, a number of these students select these programs as an option.

The Yonkers School District has developed an excellent working relationship with business and industry. There are currently a number of isolated exemplary experiences being offered. For example, Boyce Thompson Laboratories in Yonkers is offering advanced chemistry courses for superior students in the field of science. The Otis Elevator Corporation has also offered to work with the school on the development of a program for high school students.

The Yonkers RISE program is a part of the National School Volunteer Program. Yonkers has a well-developed program involving all major industries in the area, allowing personnel to leave work to come into the schools as tutors and mentors. (See Appendix M). Although this is not a career program, the positive contacts and experiences of business and industry will facilitate this program.

The Greenburgh Central 7 School District is a part of the BOCES Southern Westchester Consortium. This district has developed a student internship program at the senior high school level. They too, have worked with a number of industries throughout the county. They have a well developed school policy for implementation. The Bridge program utilized the strengths of all districts involved.

Although the programs described here generally focus on student internship activities, there is little reported about working with the student prior to the work experience, to help the student decide on a relevant internship experience. Few programs put any emphasis on the training of educational personnel, or those business personnel involved.

In developing this project, we incorporated those positive elements found in local programs, in the area of Career and Vocational education as well as general guidance and human relations practice.

Target Group

The target population for Project Bridge will be drawn from the upper five percent of the high school juniors and seniors of the Yonkers School District as well as the schools of the BOCES Consortium. The identification of students is made on a school by school basis. All secondary schools will be included.

This will cover vocational high schools, alternative high schools, as well as the academic high schools. All students will be considered in the initial student pool. This will include bilingual students, those who are learning disabled and those who are physically handicapped.

The process for student identification has been drawn from procedures used at the Research and Guidance Laboratory for

Superior Students at the University of Wisconsin.

It is recognized that teacher judgement may be an imperfect tool in the identification of superior students, as teachers often miss the student who may be creative or disruptive. However, if teachers are given specific instructions about what to look for and are cautioned about avoiding common errors, the process becomes more effective. No procedure is perfect, and this is a limitation. However, in this process we seek a multidimensional look at the student, and do not depend totally on tests, which also have their drawbacks.

All schools were given the following teacher guidelines. They were reminded that a superior student may not necessarily meet all the following criteria, but they will usually meet some combination of them:

1. Uses large vocabulary easily and accurately.
2. Is effective in spoken and written communication.
3. Has a rich reading background, and shows evidence that there is thinking about their reading and likes to discuss it.
4. Shows a wide range of interests, or in exceptional cases a heavy concentration on one.
5. Spends time beyond usual assignments or schedules on things that interest them.
6. Spends much time on special projects of their own.
7. Performs significantly above grade level in school subjects.

8. Usually receives good marks in school classes.

9. Tends to figure out what is wrong with an activity and shows how it could be done better.

10. Gives refreshing twists even on old issues.

11. Shows little patience with routine procedures and skills.

12. Asks penetrating questions, particularly about causes and reasons.

13. Likes to seek answers to problems and puzzles.

14. Is quick to recognize relationships.

Although there was some variation in how local schools used the above criteria, all tried to stress a multiple-criteria approach, involving both objective measures and subjective judgements of those faculty members who knew the students best. One school identified its students in the following manner:

Step 1: All tenth and eleventh grade teachers are asked to nominate, with criteria similar to the above in mind, all the students they consider to be superior learners in their classes. (They are cautioned to consider for nomination even those students who cause disciplinary difficulties and those who may be apathetic, if, despite these characteristics, they have shown that they can learn well.)

Step 2: Counselors list all students who are nominated by the teachers and note the number of times each student has been named.

Step 3: Scores on tests of mental ability and achievement are added to the list for each student, along with an indication of whether or not the student had been on the high honor roll, the regular honor roll, or has not been on either.

Step 4: The list of nominees with the number of times nominated, test scores, and honor roll standing is resubmitted to all teachers.

Step 5: Teachers rate any students they would like to renominate (or nominate for the first time even if they had overlooked them at the first step) on the following scale which was devised for the purpose. (Teachers are encouraged to interview the students before they rate them.)

CHECKLIST

Student's Name________________________________Date_____________

Circle a number of the scale at a point you think the pupil under consideration rates in the characteristics name. The scale numbers should be interpreted as follows: "1", indicates below average; "2", average; "3", above average; "4", well above average; and "5", exceptional.

	Low				High
High academic achievement	1	2	3	4	5
Advanced vocabulary and reading level	1	2	3	4	5

	Low				High
Expressive fine arts talents	1	2	3	4	5
Wholesome personal-social adjustment	1	2	3	4	5
Physical competence	1	2	3	4	5
Superior intellectual ability	1	2	3	4	5
Effective work (independently)	1	2	3	4	5
Persistent curiosity	1	2	3	4	5
Strong creative and inventive power	1	2	3	4	5
Special scientific ability	1	2	3	4	5
High energy level	1	2	3	4	5
Demonstrated leadership abilities	1	2	3	4	5
Well-developed mechanical skills	1	2	3	4	5

Please comment or list other reasons you care to as to the "why" of your choice. Is the student your 1st, 2nd, 3rd, or 4th choice? (Circle one)

Teacher's Signature____________________________

Step 6: A guidance committee composed of four teachers, two counselors, and the vice principal study all the records (ratings, test scores, number of nominations, honor roll membership, and written comments by teachers) of all the nominees and select those whom they consider to be superior.

Step 7: The final selections are reported to the teachers at a faculty meeting.

The procedures described above have the advantage of giving consideration to the opinions of all ninth grade teachers and keeps them informed about the school's effort to take special pains in recognizing students' superior performances in all fields. It gives due consideration to test performances. (The average IQ of the students selected by the process described above for one year was 131.)

This procedure, by including the teachers, kept them informed as to student status in the program. As high schools are departmentalized, it afforded teachers an opportunity to recognize students who are superior in all or any one field. The process did take standardized measures into consideration.

The procedure did have limitations in that a student could be overlooked, but as we increase teacher awareness this is not likely to happen.

Activities

1. The project coordinator will develop school administrative support through a series of informational meetings at which there will be a description of student selection criteria, and those student experiences planned. Administration will be involved in developing student process for granting of credit. This can fit into the existing independent study program format. This program will be described in the High School Curriculum Bulletin for each of the schools.
2. The project coordinator, together with program consultants, will develop materials for business and industry to alert the business community to the needs of gifted and talented students. Various program possibilities will be developed at these meetings. It is important for business and industry personnel to realize that the gifted student needs, and is capable of handling real involvement in the work situation. A brochure of possible openings will be developed to be

matched to student interest and talent.

3. Systemwide workshop sessions for school counselors and independent study teachers will be held, to discuss procedure for student identification and selection. These sessions will also serve as a place to share already existing practices. Discussions will cover topics of the relationship of the program to college admission. In addition to involving the counselors in the program for the 11th and 12th graders, this will serve to alert them to the program, so that they may consider this in planning for 9th and 10th grade students.

4. Students selected for this program will be invited to a series of student meetings to discuss the internship program, its goals and objectives. A college recruiter will be invited to discuss the implications of the program. Meetings will be held for parents of selected students.

5. The Self Directed Search for Vocational Planning will be given to all selected students who wish to be a part of the program. Individual counseling and placement sessions will follow. (See Appendix M)

   Prior to work placement, all student baseline data will be collected by the program evaluator.

6. Placements will be made by matching student to opening. The student will go through an application and interview process, which will simulate actual job application processes.

7. Consultants, as well as appropriate in house staff will conduct weekly student seminars.

   Seminars will focus on the areas of:

   a. Organizational development
   b. Specific organizational problems
   c. Decision-making skills
   d. Conflict resolution
   e. Sharing or work experience
   f. Case studies, etc.

8. The coordinator will be available for on site aid to business and industry personnel working with the student. Materials and consultants will be available to business and industry to discuss aspects of the program and to discuss any matters pertaining to the corporate contribution policies with regard to aiding gifted students.

9. At the time of project evaluation, a national advisory board made up of consultants in the areas of gifted child education, career education, and business will meet with students, educators and involved business persons, to review the process, make further recommendations and act as program monitors. Their review is pertinent to model development and dissemination.

10. This program will be evaluated by an outside evaluator.

11. Program material will be compiled and a comprehensive guide will be developed and disseminated by the American Association for Gifted Children. This material will be disseminated

nationally, to school districts, parent organizations, advocacy groups.

The Bridge Program will involve a unique combination of the large urban district, with its wealth of cultural diversity, as well as its economic problems, with the more affluent suburban districts. It will involve a county-wide sharing of business and industry resources resulting in a model process. It will promote student interchange through placements and seminars. Through its dissemination agent, it will allow for the widest possible spread of this program.

Staffing

The staff for the program consisted of the following positions:

1. Coordinator. The coordinator's responsibilities included;
    a. Liaison between school and sponsor
    b. Training counselors for applicant screening and placement
    c. Supervisory seminars
    d. Monitoring programs
    e. Public relations
2. Staff liaison person is responsible for maintaining communication with the American Association for Gifted Children and the compiling of all pertinent program material.
3. Consultants. The consultants were selected from the following areas:
    a. Specialists in gifted child education
    b. Specialists involved in career education
    c. Educators at the university level
    d. Representatives of business
    e. Representatives of state and national unions
    f. Representatives of the Chamber of Commerce
    g. College recruiters
    h. Members of the Yonkers Human Relations Team

Role of the Coordinator

The appropriate coordinator is vital to the success of this project. The coordinator's responsibilities included:

1. Liaison between school and sponsor:
   a. Developing placements, on-going work with sponsors.
   b. Working with school staff: administrators, counselors, independent study teachers.
   c. Communications with school, parents and students.
2. Training of counselors for applicant screening and placement:
   a. Setting up of workshops for counselor orientation.
3. Supervising Seminars:
   a. Coordinating consultant services.
   b. Setting up feedback mechanism.
4. Monitoring programs:
   a. Setting up the evaluation process.
   b. Setting up process for student attendance monitoring.
5. Acting as liaison with the staff of the American Association for Gifted Children.
6. Setting up public relations.

Coordinator Qualifications

The coordinator should have:

1. Positive student-counselor relationships. The coordinator must be able to relate to students and to counselors.
2. Administrative skills of organization, energy, perseverance, and the ability to deal with administrative personnel.

3. Knowledge of the needs of the gifted adolescent student.

4. Salesmanship ability. In order to stimulate interest and effectively build schools/industry relationships.

(See accompanying resume - Appendix V)

Consultants

Staff liaison with the American Association for Gifted Children. This staff liaison person will be responsible for compiling all pertinent program material, preparing this in model form for dissemination purposes.

Qualifications

The staff liaison person with the American Association for Gifted Children must be knowledgeable in the area of gifted child studies, and must be able to utilize a multitude of resources for dissemination purposes. (See Appendix W for resume).

Consultant areas have been described in the previous section. Consultants will be working with both students and staff in areas of personal growth, career planning, organizational development. Consultants will also be working with school and business staff for program assessment.

Participants

Findings

There were 176 participants who were tested in the program. The participants attended 15 High Schools in the area; one participant's school assignment is unknown to the evaluator. (See Table 1) Table 1 is a listing of the participants and the schools that they attended. The mean number of participants per school ranged between 8 and 9 participants. The mode was 8 and the median was 8.391. Table 2 shows a breakdown of the participants by sex; there were 88 males and 88 females participating in the program.

TABLE 1

PARTICIPANTS AND SCHOOLS

AREA SCHOOLS

SCHOOLS	CODE	N	CUMULATIVE FREQUENCY (PCT)
Roosevelt	01	21	12.0
Hamilton	02	7	16.0
Ardsley	03	11	22.3
Dobbs Ferry	04	5	25.1
East Chester	05	4	26.9
Edgemont	06	4	29.1
Gorton	07	16	38.3
Lincoln	08	23	51.4
Rye Neck	09	9	56.6
Saunders	10	10	62.3
West' Lake	11	12	69.1
Woodlands	12	14	77.1
Sacred Heart	13	16	86.3
Yonkers	14	19	97.1
Yonkers Prep	15	5	100.0

TABLE 2

PARTICIPANTS BY SEX

SEX	CODE	N	RELATIVE FREQ. (PCT)	ADJUSTED FREQ. (PCT)
Male	1	88	50.0	100.0
Female	0	88	50.0	Missing
TOTAL		176	100.0	100.0

BRIDGE PROGRAM GOALS AND OBJECTIVES

Program Goals

1. To increase involvement of business and industry in the education of the Gifted and Talented Secondary student.
2. To strengthen the student's awareness of career opportunities through his own experience.
3. To strengthen the student's communication skills in the areas of writing and speaking.
4. To develop a model to be disseminated, in booklet form, that will allow other local educational agencies to integrate their efforts to involve business and industry in the education of the Gifted and Talented students.

Program Objectives

1. By June 1979, there will be an increase in the involvement of business and industry in the career education of the Gifted and Talented in the school districts of Westchester BOCES II and Yonkers as measured by:
   a. the number of students in each position,
   b. the number of organizations offering internships to the Gifted and Talented.
2. By June 1979, BOCES component districts in the Yonkers School District will show significant gain in the extent that they have promoted school business, community, cooperation in

career education for the gifted, as measured by a pre- and post- test administration of the Self-Evaluation Model for School, Business/Community Cooperation in Career Education (Chwang, Ying). This is a fifty (50) question self-evaluation scale as reported at the annual meeting of the New England Educational Research Organization.

3. By June 1979, a booklet will be developed and disseminated by the American Association of Gifted Children that will describe:
    a. a career education model for the gifted, involving business and industry.
    b. specific steps taken by both school districts and industry that facilitate career education for these children.
    c. specific instructional objectives.
    d. specific training activities for industrial mentors.
    e. specific training activities for guidance personnel.
    f. specific training activities for students.
    g. program evaluation techniques.

Student Objectives

1. By June 1979, program students will show increased knowledge of careers, and decision making skills, as measured by a significant rise in scores on the Career Maturity Inventory (Crites).

2. By June 1979, project students will show a significant increase in self-confidence as measured by the pre- and post-test administration of the Piers Harris Self-Concept Test.

3. By June 1979, project students will increase their written communication skills as measured by a pre- and post- rated writing sample, drawn from student responses to the Exploration Scholarship questions.

4. By June 1979, project students will show significant increase in knowledge about how an organization functions and how decisions are made and carried out by executives and managers. This will be measured by a pre- and post- test administration of the Executive Myth Inventory.

5. By June 1979, project parents will rate this program more favorably than previous career programs for the Gifted and Talented students as measured by pre- and post- administration of a locally developed questionnaire.

6. By June 1979, project students will rate this program more favorably than previous career programs that they have been involved in as measured by a pre- and post- locally developed student questionnaire.

7. By June 1979, project students will show growth in positive work related habits as measured by pre- and post- test ratings on the Work Habits Profile (Hirsch, 1976).

Data Collection

Originally it was planned that the data would be collected throughout the project year by an outside evaluator who was to administer tests and scales as well as conduct a data analysis. Unfortunately, the budget evaluation precluded hiring an evaluator to administer tests and scales. The evaluator was employed to conduct a data analysis on data supplied by the project staff.

Procedure

Each evaluation objective will be restated and then the findings presented followed by a discussion.and a conclusion.

Student Objective 1

By June 1979, program students will show increased knowledge of careers and decision, of careers, and decision making skills, as measured by a significant rise in scores on the Careers Maturity Inventory (Crites).

The Career Maturity Inventory, Attitude Scale and Competency Test, by John O. Crites, published by McGraw-Hill (1978) will be administered as a pre and post measure. The Attitude Scale and each of the five sub-tests will be administered and a Correlated Student's t-Test will be computed to determine whether there is a significant difference between the means for the Attitude Inventory and the means of each of the five sub-tests of the competency tests of the Career Maturity Inventory. A probability level of .05 will be used to determine significance.

A. Attitude Scale

There was a significant difference between the pre- and post- test means for the Career Maturity Inventory Attitude Scale. The pre- test mean was 30.66 and the post- test mean was 68.56. The computed t was 14.22 and this was significant at a level greater than .001. See Table 3.

B. Self-Appraisal

The pre- test mean was 16.67, the post- test mean was 30.33 The computed t was 12.50. This was significant at a level greater than .001. See Table 4.

TABLE 3

STUDENT'S t-TEST, PRE-POST TEST MEANS, ATTITUDE SCALE, CAREER MATURITY INVENTORY

	N	MEAN	S.D.	D.F.	COMPUTED t	SIG.
Pre-test	9	30.66	2.20	8	14.22	**
Post-test	9	68.56	9.30			

N.S. = Not Significant

* = Significant at .05

** = Significant at .001 or greater

TABLE 4

STUDENT'S t-TEST, PRE-POST TEST MEANS, SUB-TEST 1, SELF-APPRAISAL, CAREER MATURITY INVENTORY, COMPETENCY TEST

	N	MEAN	S.D.	D.F.	COMPUTED t	SIG.
Pre-Test	9	16.67	1.87	8	12.50	**
Post-test	9	30.33	2.60			

N.S. = Not Significant

* = Significant at .05

** = Significant at .001 or greater

C. Occupational Information

The pre- test mean was 18.56, the post- test mean was 16.77. The computed t was -2.40. This was considered to be not significant because the direction anticipated was that the post test mean would be higher than the pre test mean. This was not the case with the Occupational Information sub-test. See Table 5.

D. Goal Selection

The pre- test mean was 16.88, the post- test mean was 18.56. The computed t was 2.43. This was significant at .05. See Table 6.

E. Planning

The pre- test mean was 16.11, the post- test mean was 16.67. The computed t was 0.56. This was not significant. See Table 7.

F. Problem Solving

The pre- test mean was 14.33, the post- test mean was 15.44. The computed t was 1.82. This was not significant. See Table 8.

Discussion

There was a problem with the pre- and post- testing program as planned in the project's evaluation. Of the 176 participants who were involved in the program only 9 took all the parts of the *Career Maturity Inventory Attitude and Competency* tests.

TABLE 5

STUDENT'S t-TEST, PRE-POST TEST MEANS, SUB-TEST 2, OCCUPATIONAL INFORMATION, CAREER MATURITY INVENTORY COMPETENCY TEST

	N	MEAN	S.D.	D.F.	COMPUTED t	SIG.
Pre-test	9	18.56	1.13	8	-2.40	N.S.
Post-test	9	16.77	2.11			

N.S. = Not Significant

* = Significant at .05

** = Significant at .001 or greater

TABLE 6

STUDENT'S t TEST, PRE-POST TEST MEANS,

SUB-TEST 3, GOAL SELECTION,

CAREER MATURITY INVENTORY, COMPETENCY TEST

	N	MEAN	S.D.	D.F.	COMPUTED t	SIG.
Pre-test	9	16.88	1.54		2.43	*
Post-test	9	18.56	1.60			

N.S. = Not Significant

* = Significant at .05

** = Significant at .001 or greater

TABLE 7

STUDENT'S t TEST, PRE-POST TEST MEANS, SUB-TEST 4, PLANNING, CAREER MATURITY INVENTORY, COMPETENCY TEST

	N	MEAN	S.D.	D.F.	COMPUTED t	SIG.
Pre-Test	9	16.11	1.60	8	0.56	N.S.
Post-Test	9	16.67	2.70			

N.S. = Not Significant

* = Significant at .05

** = Significant at .001 or greater

TABLE 8

STUDENT'S t TEST, PRE-POST TEST MEANS,

SUB-TEST 5, PROBLEM SOLVING,

CAREER MATURITY INVENTORY, COMPETENCY TEST

	N	MEAN	S.D.	D.F.	COMPUTED t	SIG.
Pre-test	9	14.33	1.87	8	1.82	N.S.
	9	15.44	2.56			

N.S. = Not Significant

* = Significant at .05
** = Significant at .001 or greater

This reduced the number of participants who were used in the pre and post evaluation. This suggests that the testing procedures have to be reorganized. Such a small sample makes it very difficult to find significance, if significance does in fact exist. There was a significant difference between the pre- and post-test mean scores on the Attitude Scale. The Attitude Scale as designed "elicits the feelings, the subjective reactions, the dispositions that the individual has towards making a career choice and entering the world of work. Is work seen as a meaningful focus of life or is it viewed as a drudgery? How involved and independent is the individual in the choice process? What considerations are made in selecting a career? These and other condusive aspects of decision making are stated in the items of the Attitude Scale..."[1]

The Attitude Inventory is purported to measure five variables.

1. Decisiveness in career decision making.
2. Involvement in career decision making.
3. Independence in career decision making.
4. Orientation to career decision making.
5. Compromise in career decision making.

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[1] Career Maturity Inventory, Crites, John O., Ph.D., Administration and Youth Manual 2nd Edition, CTB McGraw-Hill, Monterrey, California, 1978.

It is obvious that the Attitude Inventory is related to the ability of the participant to make career decisions. To the extent, that even with a small n of nine, there was a significant difference in the pre- and post- test means, indicates that the BRIDGE program's efforts to develop within the participants decision making skills related to careers has in fact been achieved.

Sub-test 1 of the competency test is entitled Self-Appraisal and it is described in the Administration Manual as knowing yourself - a measure of the participants ability to understand himself better in relation to career education. There was a significant difference between the pre- and post- test mean scores for the sub-test 1, Self-Appraisal. This indicates that there was an increase in the student's self confidence and awareness of his own individual skills and abilities. The goal or the objective of enabling students to increase their self-confidence and awareness of their own individual skills and abilities has in fact been achieved. There was no significant increase in sub-test 2, Occupational Information, Knowing About Jobs. As a matter of fact, in this particular instance the post test mean was lower than the pre test mean. This can be interpreted as a manifestation of the simple statistical phenomenon of regression toward the mean or it may suggest that the participants original knowledge about jobs and occupational information that they brought to the program has been challenged to such an extent that they are seriously questioning much of their previous knowledge about career education. There was a significant increase in the means between the pre- and post- tests on sub-test 3, Goal Selection or Choosing A Job. This suggests that this aspect of career education has been successfully dealt with by the BRIDGE program and that the student is better able to make intelligent career choices. Sub-test 4, there was no significant difference between the pre- and post- test means for this sub-test which is related to Planning, or Looking Ahead. Sub-test 5 is related to Problem Solving and there was no significant difference between the pre- and post- test means for this sub-test.

Conclusion

It can be concluded from the results of the Attitude Inventory, and the Competency tests that the Career Maturity Inventory suggests that several of the programs objectives have in fact been achieved. The failure to reach, to achieve, significant differences on all parts of the tests can probably be related to the small sample size of nine out of 176 who took both the pre- and post- tests. It is especially important to note that a sample size of this small number makes it highly unlikely to find significance when in fact significance does exist. Larger sample sizes might well have indicated significant differences, pre and post between all of the five sub-tests of the Career Maturity Inventory Competency Test.

Student Objective 2

By June 1979, project students will show a significant increase in self-confidence as measured by the pre- and post-test administration of the Piers Harris Self-Concept Test.

Findings

The number of participants to whom the Piers Harris Test was administered pre and post was negligible. Therefore, no pre- and post- data exists. In order to determine whether or not this objective had in fact been achieved it will be necessary to use other data obtained from the survey of the students and the parents in the program. Table 9 shows the parents' and participants' responses to the questions in the questionnaire related to growth in self-confidence as a student. An analysis of the results indicates that 72% of the participants felt that there was an increase, a slight to very large increase in their assessment of their confidence in their ability as a student. Sixty percent of the parents indicated that they felt that their son/daughter's confidence in their ability as a student had increased. The responses to the survey program question related to growth and self-confidence indicates that both the participants and their parents felt that the participants' self-confidence had grown during the period of the program.

TABLE 9

ASSESSMENTS OF PARTICIPANTS GROWTH IN SELF-CONFIDENCE AS A STUDENT

Confidence in ability as a student has increased.

Responses	? Do not know	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a fairly large extent	5 To a very large extent
Participants	1%	28%	18%	27%	21%	5%
Parents	10%	30%	20%	40%	-	-

Discussion

While the Piers Harris Self-Concept Test data was unavailable as an indication as to increases in the participants self-confidence, the results of the survey questionnaire administered to both parents and participants indicates that there was in increase in the participants' self-confidence as a result of participation in the program.

Conclusion

While the original data designed to measure this objective failed to show significant increases in self-confidence as measured by the pre- and post- administration of the Piers Harris Self-Concept Test findings, it can be concluded from the other data gathered through the survey administered to both participants and parents that the objective was in fact achieved.

Student Objective 3

By June 1979, project students will increase their written communication skills as measured by a pre- and post- graded writing sample, drawn from student responses to the Exploration Scholarship questions.

Findings

A student's correlated t test on the pre- and post- means of the participants rated writing sample was computed. The N was 37, the pre- test mean was 19.08 and the post- test mean was 21.35. The computed t was 4.40 and this t was significant at a level greater than .001.

Discussion

There was obviously an improvement in the participants ability to write effectively. The increased N in this particular situation, of 37, probably helped to find significance since it did in fact exist. See Table 10.

Conclusion

The project goal of helping participants to increase their written communication skills as measured by a pre- and post- rated writing sample has in fact been achieved.

TABLE 10

CORRELATED STUDENT'S t TEST, PRE-POST MEANS, PARTICIPANTS EXPLORATION RATED WRITING SAMPLE

	N	MEAN	S.D.	D.F.	COMPUTED t	SIG.
Pre-test	37	19.08	2.96	36	4.40	**
Post-test	37	21.35	2.90			

N.S. = Not Significant

* = Significant at .05

** = Significant at .001 or greater

Student Objective 4

By June 1979, project students will show a significant increase in their knowledge of about how an organization functions and how decisions are made and carried out by executives and managers. This will be measured by a pre- and post- test administration of the Executive Myth Inventory. See Table 11.

Findings

A correlated student's t test on the pre- and post-test means for the Executive Myth Inventory was computed. The N was 7; the pre- test mean was 13.29 and the post- test mean was 13.29. The computed t was 0. This t was not significant. However, other data is available which relates to whether or not this objective has in fact been achieved. The data is taken from the program survey that was administered to the program participants and their parents. The surveys, two separate surveys were constructed, one survey attempts to define how the participants felt about the program, and his achievement in it, if any. The other survey administered to the parents attempted to elicite from the parents their perception of how the program affected their child. In response to the survey item dealing with the increase in the student's understanding of how an organization operates on a day to day basis, 72% of the participants indicated an increase from a slight extent to a very large extent. Parent responses indicated that 90% of the parents felt that their child's understanding of how an organization

TABLE 11

CORRELATED STUDENT'S t TEST, PRE-POST TEST MEANS, THE EXECUTIVE MYTH INVENTORY

	N	MEAN	S.D.	D.F.	COMPUTED t	SIG.
Pre-test	7	13.29	2.29	6	00.00	N.S.
Post-test	7	13.29	1.98			

N.S. = Not Significant

* = Significant at .05

** = Significant at .001 or greater

operates had increased from a slight degree to a very large extent. In response to the item related to what extent has the student's understanding of how an organization functions increased, 72% of the students indicated that it increased from a slight extent to a very large extent. Parent responses indicated that 90% of the parents felt that their student's understanding of how an organization functions had increased from a moderate extent to a fairly large extent. In response to the item dealing with the extent to which the student had opportunity to participate in decision making with groups on the job, 33% of the participants indicated that these opportunities existed from a slight extent to a very large extent. Parent responses indicated that 50% of the parents felt that their child had opportunities to participate in decisions on the job from a slight extent to a fairly large extent. While the comparison between the pre- and post- test mean for the Executive Myth Inventory failed to indicate that this objective has in fact been achieved, it should be noted that the N for the sample was only 7. An N of this small size makes it difficult to find significance even if significance does exist. However, the data gained from the program survey indicates that both parents and students felt that this objective was in fact achieved.

Conclusion

The objective of increasing the participants knowledge about how an organization functions and how decisions are made and carried out by executives and managers has in fact been achieved.

Student Objective 5

By June 1979, project parents will rate this program more favorably than previous career programs for the Gifted and Talented students, as measured by a pre- and post- test administration of a locally developed questionnaire.

Findings

The questionnaire was not administered pre- and post-. It was administered in the spring of the year after the participants had been in the program for an extended length of time. Of the 10 parents responding on the questionnaire, only 2 indicated that their child had been in a career program for the gifted previously. Therefore, there is no evidence to support the fact that this objective has been achieved. As a matter of fact this evaluator seriously questions the efficacy of retaining this objective in the future. This is especially important since objectives should shape programs and the probability of participants being involved in previous career education programs is very small.

Conclusion

The objective that parents will rate this program more favorably than previous career programs for the gifted and talented students has not been achieved.

Student Objective 6

By June 1979, project students will rate this program more favorably than career programs they had been involved in previously as measured by a pre- and post- test administered on a locally designed student questionnaire.

Findings

It was decided, while constructing the questionnaire, that since the number of project participants who had participated in previous career programs was very small that no attempt would be made to measure this objective.

Conclusion

This is another objective which probably should be dropped from the program since it does not truly relate to the goals and objectives of the program.

Student Objective 7

By June 1979, project students will show growth in positive work related habits as measured by a pre- and post- test ratings on the Work Habits Profile (Hirsch, 1976).

Findings

The original intention of using the work habits profile as an evaluation measure was altered since there was some concern that there was no way of monitoring student work habits as they served as interns during the course of the program. Therefore it was decided to ask the mentor to fill out the work habits profile on each of their interns each month. This provided an on-going monitoring system to insure that interns' work habits were not declining during the course of their internship. As a result this data was not used in the evaluation.

Discussion

No additional data is available which would indicate that this objective has been achieved by the program. An analysis of the month to month ratings on the Work Habits Profile suggests that the students' work habits did not decline. It is impossible to use this data as an evaluation objective, as a source to evaluate this objective since as the students' work habits improved over the course of the internship the expectations of the raters also increased over the term of the internship. Thus any increase or growth in positive work habits is matched concomitantly by increased expectations on the part of the mentor.

Conclusion

There is no available data to demonstrate that this objective has been achieved.

Program Objective 1

By June 1979, there will be an increase in the involvement of business and industry in the career education of the gifted and talented in the school districts of Westchester County, BOCES II and Yonkers, New York as measured by

a. the number of students in such positions

b. the number of organizations offering internships for the gifted and talented.

Findings

At the conclusion of the program 166 students were involved in the program, and 143 students had held or were holding internship positions. The number of organizations offering internships for the gifted and talented was more than 62. An abbreviated list of these organizations is included in the Appendecies.

Discussion

The objective to increase the involvement of business and industry in the career education of the gifted and talented in the Westchester BOCES II area including Yonkers, New York was in fact achieved. A very large number of industries offered to participate and accepted interns. The number of interns employed by businesses indicates to this evaluator that this involvement by industry and business in the career education of the gifted represents a real and concrete involvement, and does not merely represent lip service to the idea.

Conclusion

The goal of increasing involvement in business and industry in the career education of the gifted and talented in the school district of Westchester County BOCES II and Yonkers, New York has in fact been achieved.

Program Objective 2

By June 1979, BOCES component districts and the Yonkers School District will show significant gain in the extent that they have promoted school business, community, cooperation in career education for the gifted, as measured by the pre- and post- test administration of Self-Evaluation Model for Schools, Business/Community Cooperation in Career Education. (Chwang, Ying) This instrument is a 50 question self-evaluation scale as reported at the annual meeting of the New England Educational Research Organization.

Findings

This instrument was not administered to the subjects as planned.

Discussion

The difficulty was routed in the question, Who in the component school districts and Yonkers School District was the best qualified to fill out the instrument? Unfortunately, responsibilities and job descriptions in each district vary and there was no way to select a uniform cross section of personnel from all the districts in the area. There is no test data to demonstrate showing significant gain in the extent that component school districts in the BOCES II and Yonkers, New York school districts have promoted school business, community, cooperation in career education for the gifted.

Conclusion

The extent to which this objective has been achieved can best be interpreted by examining the prima facie evidence. The evidence suggests that with the large number of interns employed and the large number of participating businesses and industries in the internship program that a significant gain in school business, community, cooperation in career education for the gifted has in fact been achieved. The participation of business and industry leaders at meetings also demonstrates their interest in career education for the gifted.

Program Objective 3

By June 1979, a booklet will be developed and disseminated by the American Association of Gifted Children that will describe:

a. a career education model for the gifted involving business and industry
b. specific steps taken by both school districts and industry that facilitate career education for these students
c. specific instructional objectives
d. specific training activities for industrial mentors
e. specific training activities for guidance personnel
f. specific training activities for students
g. program evaluation techniques

Findings

A copy of the booklet is included as one of the Appendices of this report.

Discussion

An analysis of the booklet indicates that the seven criteria noted above have been met by the authors of the booklet. It included a model for career education, and specific steps to be taken by a school district and industry interested in becoming involved in career education. Additionally, it included specific instructional objectives, training activities for industrial mentors, training activities for guidance personnel, training activities for students, and evaluation techniques.

Conclusion

This objective has in fact been achieved. An examination of the booklet is ample evidence.

Additional Data

Two sets of questionnaires were constructed. One set of questionnaires was developed to survey the student perceptions of the effectiveness of the program; the other set of questionnaires was developed to elicite from parents their perceptions of how the program affected their student. Forty three students responded andten parents responded. Each item will be presented and the parent and student responses will be provided. A copy of each of the questionnaires can be found in the Appendices. The first item in relation to how the students' knowledge of career opportunities open to them had increased as a result of participation in the program, 81% of the students indicated that their knowledge of career opportunities has increased from a slight extent to a very large extent. Parent responses indicated that 100% of the parents responding felt that the child's knowledge of career opportunities had increased from a slight extent to a very large extent. The next three items were related to the extent that post high school educational plans had changed. A large percentage of both parents and students indicated that post high school educational plans had not been changed. Likewise the planned length of post high school educational plans had not been changed as indicated by parent and student responses. The planned length of post high school education had not increased as indicated by a large percentage of parent and student responses. Nor was there any planned decrease in the length of post high school education indicated. In regard to insights into personal abilities, 75% of the students indicated that they had increased their insights into their personal abilities and 70% of the parents concurred with this finding. Sixty nine percent of the students indicated that they had identified weaknesses in their background which needed to be strengthened, 50% of the parents indicated that this was also their opinion from a slight extent to a fairly large extent. This has in fact been achieved through the program. Developing confidence in the students' ability as a student had increased, 72% indicated that there was an increase from a slight extent to a very large extent. Seventy percent of the parents concurred with this finding. In dealing with the question how an organization operates on a day to day basis, 72% of the students indicated that their understanding in this matter had increased from a slight extent to a very large extent. Ninty percent of the parents felt that their students understanding of how an organization operates on a day to day basis had increased. In relation to understanding how an organization functions, 72% of the students indicated that their understanding had increased from a slight extent to a very large extent and 90% of the parents felt that the student's understanding had increased from a slight extent to a very large extent. Increases related to the student's ability to cope with job interviews, 77% of the students felt that their ability to do so had increased from a slight extent to a very large extent. Eighty percent of the parents felt that this ability had increased from a slight extent to a very large extent. Seventy two percent of the students felt that the adequacy of their training for successfully coping with job interviews extended from a slight extent to a very large extent. Eighty percent of the parents concurred with this finding. Seventy four percent of the students felt that the amount of training provided by the program for successfully coping with interviews should be increased from a slight extent to a vary large extent. Seventy percent of the parents felt that the training should be increased from a slight extent to a fairly large extent. In response to the item dealing with how useful the training received in the program was on the job, only 24% indicated that it was useful from a slight extent to a very large extent. Seventy percent of the parents felt that it was useful from a slight extent to a fairly large extent. To what extent had the participant had opportunities to make decisions on their own? Thirty seven percent of the participants indicated that they had had opportunities to make decisions on their own. Seventy percent of the parents indicated that they felt the participants had opportunities to make decisions on their own. To what extent the participants had opportunities to participate in decision making with groups, thirty two percent of the participants indicated that they had such opportunities, 50% of the parents indicated that they felt their children had such opportunities also. In response to the question as to what extent the participant had opportunity to participate in decision making with groups, 32% of the students and 50% of the parents indicated that these opportunities existed from a slight extent to a very large extent. To what extent has the student's ability to work as part of an employee group increased, 40% of the students indicated an increase from a slight extent to a very large extent, and 90% of the parents indicated that they felt that it had increased from a slight extent to a very large extent. In relation to the number of opportunities to work on meaningful activities which were provided, 37% of the participants indicated that they existed from a slight extent to a very large extent and 90% of the parents indicated that these activities were meaningful. The extent of the participants' perception of work was pretty much as they imagined it to be, 40% said it was from a slight extent to a very large extent and 90% of the parents indicated that they felt that the students' perception of work as they had imagined it to be existed from a slight extent to a very large extent. The extent to which warm friendly relationships were formed with the mentor, 42% of the participants and 90% of the parents felt that the participants had warm friendly relationships with the mentor. The extent to which the mentor was the type of person with which the participant would like to work full time, 40% of the participants indicated that this was so from a slight extent to a very large extent, 90% of the parents felt the same way. The extent to which the mentor was responsive to problems, 35% of the participants felt that this was so from a slight extent to a very large extent and 90% of the parents felt this was so from a slight extent to a very large extent. The extent to which the mentor treated the intern fairly was assessed. 42% of the participants indicated that they were treated fairly from a moderate extent to a very large extent and 90% of the parents felt that their children were treated fairly by the mentor. The extent to which the mentor treated the participant as a responsible adult, 42% of the participants felt that this condition existed from a moderate extent to a very large extent, and 90% of the parents felt that this condition existed from a slight extent to a very large extent. The extent to which involved working in the project had a positive effect on school work, 18% of the participants indicated that this effect was a positive effect from a slight extent to a fairly large extent. Only 50% of the parents felt that being involved in the project, that is working, had a positive effect on school work. The extent to which being involved in the project (working) had a negative effect on school work, only 6% of the participants indicated that this was the case and 30% of the parents indicated that this was the case. The extent to which the participants' ability to express himself clearly when speaking had improved, 60% of the participants indicated that this had improved from a slight extent to a very large extent. 70% of the parents felt that this had improved from a slight extent to a fairly large extent. The extent to which the participants' ability to express themselves in writing had improved, 51% of the participants indicated that it had improved from a slight extent to a very large extent and 40% of the parents indicated that they felt it had improved from a slight extent to a moderate extent. The extent to which participation in the project had positively affected their work at school, 44% of the participants indicated that it had had a positive effect from a slight extent to a very large extent and 50% of the parents concurred with this finding. The extent to which participation in the project had positively affected the participants' relationship with other people, 68% of the participants indicated that it had positively affected their ability to relate or their relationships with other people from a slight extent to a very large extent, and 80% of the parents felt that the participant's ability in this area had increased from a slight extent to a very large extent. The extent to which the participant felt that his placement in the internship was based on his abilities, 73% of the participants felt that this was the case and 100% of the parents indicated that they felt that this was also the case. The extent to which placement in the internship had provided the participant an opportunity to learn new skills, 60% of the participants felt that this occurred from a slight extent to a very large extent, and 90% of the parents felt that this increased from a fairly large extent to a very large extent.

BRIDGE PROGRAM EVALUATION

INSTRUCTIONS

By completing this questionnaire, you will be helping to improve the quality of service provided by the BRIDGE Program.

Please respond to each statement

As a result of your participation in the BRIDGE Program, to what extent does the condition exist in the BRIDGE Program?

THIS CONDITION EXISTS:

(?) Do not know the extent to which the condition exists in the BRIDGE Program.

(1) Condition does not exist at all in the BRIDGE Program.

(2) Condition exists to a slight extent in the BRIDGE Program.

(3) Condition exists to a moderate degree in the BRIDGE Program.

(4) Condition exists to a fairly large extent in the BRIDGE Program.

(5) Condition exists to a very large extent in the BRIDGE Program.

Please circle the appropriate symbol or number at the side of each statement.

EXAMPLE

	The condition exists:
Personnel in the program take an individual interest in their students.	? 1 2 3 4 [✓ 5]

In the example, the person answering has indicated (5) - that he believes, to a very large extent, that personnel takes an individual interest in their students.

Remember to respond to the scale for each statement. Please be objective and candid. Use Do not know only if you can make no judgement.

A scale has been printed at the top of the page for your reference when responding to the items.

Thank you for your cooperation.

BRIDGE PROGRAM EVALUATION

The condition exists

Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
?	1	2	3	4	5

As a result of my participation in the BRIDGE Program:

The condition exists:

My knowledge of new career opportunities, open to me, has increased..........................	?	1	2	3	4	5
Students	5%	14%	16%	26%	23%	16%
Parents	0%	0%	20%	30%	20%	30%

My post high school educational plans have changed.....................................	?	1	2	3	4	5
Students	0%	63%	23%	7%	5%	2%
Parents	10%	50%	30%	10%	0%	0%

If you responded Do not Know or Not at all to either or both of the previous statements skip the next three statements.

A. The nature of my post high school educational plans have changed........	?	1	2	3	4	5
Students	35%	70%	5%	2%	2%	2%
Parents	60%	10%	20%	10%	0%	0%

B. The planned length of my post high school education has increased........	?	1	2	3	4	5
Students	81%	12%	0%	0%	0%	0%
Parents	70%	30%	0%	0%	0%	0%

C. The planned length of my post high school education has decreased........	?	1	2	3	4	5
Students	79%	19%	0%	0%	0%	0%
Parents	60%	40%	0%	0%	0%	0%

PLEASE CONTINUE WITH THE REST OF THE ITEMS

My insights into my personal abilities have increased..................................	?	1	2	3	4	5
Students	2%	23%	21%	33%	16%	5%
Parents	10%	20%	0%	50%	0%	20%

I have identified weaknesses in my background which need to be strengthened................	?	1	2	3	4	5
Students	5%	26%	23%	26%	9%	12%
Parents	10%	40%	20%	20%	10%	0%

My confidence in my ability as a student has increased..................................	?	1	2	3	4	5
Students	0%	28%	19%	28%	21%	5%
Parents	10%	30%	0%	20%	40%	0%

My understanding of how an organization operates on a day to day basis has increased.	?	1	2	3	4	5
Students	7%	21%	21%	19%	21%	12%
Parents	10%	0%	10%	10%	40%	30%

My understanding of how an organization functions has increased......................	?	1	2	3	4	5
Students	7%	21%	16%	21%	21%	14%
Parents	10%	0%	0%	20%	40%	30%

My ability for successfully coping with a job interview has increased..................	?	1	2	3	4	5
Students	7%	16%	7%	26%	35%	9%
Parents	0%	0%	10%	50%	20%	20%

My training for successfully coping with job interviews was adequate....................

	?	1	2	3	4	5
Students	12%	16%	26%	21%	23%	2%
Parents	10%	10%	10%	50%	10%	10%

The amount of training provided by the program for successfully coping with job interviews should be increased..........................

	?	1	2	3	4	5
Students	14%	12%	14%	30%	12%	19%
Parents	30%	0%	20%	30%	20%	0%

If you were working, or are now working as part of the BRIDGE Program please respond to the next group of statements.

A. The training you received in the Program was useful on your job.......

	?	1	2	3	4	5
Students	58%	19%	12%	5%	2%	5%
Parents	20%	10%	10%	40%	20%	0%

B. I have had opportunities to make decisions on my own..................

	?	1	2	3	4	5
Students	58%	5%	12%	2%	16%	7%
Parents	20%	10%	10%	10%	30%	20%

C. I have had opportunities to participate in decision making with groups........

	?	1	2	3	4	5
Students	58%	9%	14%	9%	7%	2%
Parents	20%	30%	20%	10%	20%	0%

D. My ability to work as part of an employee group has increased.........

	?	1	2	3	4	5
Students	58%	2%	5%	16%	14%	5%
Parents	10%	0%	10%	20%	50%	10%

E. On the job, I have had opportunities to work on meaningful activities.....	?	1	2	3	4	5
Students	58%	5%	5%	7%	12%	14%
Parents	10%	0%	10%	10%	30%	40%

F. Working is pretty much as I had imagined it to be....................	?	1	2	3	4	5
Students	58%	2%	7%	12%	14%	7%
Parents	10%	0%	30%	40%	10%	10%

G. I have a warm friendly relationship with my mentor.......................	?	1	2	3	4	5
Students	58%	0%	5%	7%	14%	16%
Parents	10%	0%	10%	10%	40%	30%

H. My mentor is the type of person with whom I would like to work full time...	?	1	2	3	4	5
Students	60%	0%	0%	12%	14%	14%
Parents	10%	0%	10%	0%	20%	60%

I. The mentor with whom I work is responsive to my problems.............	?	1	2	3	4	5
Students	65%	0%	2%	7%	16%	9%
Parents	10%	0%	10%	20%	20%	40%

J. The mentor with whom I work treats me fairly................................	?	1	2	3	4	5
Students	58%	0%	0%	10%	16%	16%
Parents	10%	0%	0%	10%	40%	40%

K. The mentor with whom I work treats me as a responsible adult................	?	[illegible]	2	3	4	5
Students	58%	0%	0%	12%	12%	19%
Parents	10%	0%	10%	10%	20%	50%

L. The amount of time involved in the project (working) has had a positive affect on my work at school.........

	?	1	2	3	4	5
Students	63%	19%	7%	2%	9%	0%
Parents	20%	30%	0%	30%	20%	0%

M. The amount of time involved in the project (working) has had a negative affect on my work at school...........

	?	1	2	3	4	5
Students	26%	11%	4%	2%	0%	0%
Parents	20%	50%	10%	10%	10%	0%

PLEASE CONTINUE WITH THE REST OF THE ITEMS

My ability to express myself, when speaking, has improved..................................

	?	1	2	3	4	5
Students	7%	33%	23%	21%	9%	7%
Parents	0%	30%	40%	10%	20%	0%

My ability to express myself, in writing, has improved.......................................

	?	1	2	3	4	5
Students	5%	44%	23%	16%	7%	5%
Parents	10%	50%	20%	20%	0%	0%

Participation in the project has positively affected my work in school..................

	?	1	2	3	4	5
Students	12%	44%	19%	21%	2%	2%
Parents	20%	30%	20%	0%	30%	0%

Participation in the project has positively affected my relationships with other people..

	?	1	2	3	4	5
Students	9%	23%	28%	14%	21%	5%
Parents	10%	10%	20%	20%	30%	10%

My placement in the internship is based upon my abilities..................................	?	1	2	3	4	5
Students	37%	0%	5%	21%	19%	19%
Parents	0%	0%	10%	10%	30%	50%

My placement in the internship has provided the opportunity to learn new skills..........	?	1	2	3	4	5
Students	35%	5%	5%	14%	19%	23%
Parents	10%	0%	0%	0%	30%	60%

Student N = 43

Parent N = 10

YONKERS BRIDGE PROGRAM

SITES

1. Abigail Kirsch Caterers
2. A.H. Goldman - Stock Brokers
3. Bloomingdale's Dept. Store
4. Bergdorf Goodman
5. Burnham Corporation
6. Center for Analytical Research
7. Chase Manhattan Bank
8. CIBA/GIEGY
9. CITIBANK
10. County of Westchester
11. Delackner Helicopters
12. Electronics for Medicine
13. Elizabeth Seton College
14. Grolier Incorporated
15. Home News and Times
16. Loral Electronic Systems
17. Manhattanville College
18. Maritime College -Fort Schuyler
19. Montefiore Hospital
20. National Bank of North America
21. New York Botanical Gardens
22. New York Telephone Company
23. New York Zoological Society
24. Office Help Temporaries
25. Of Westchester Magazine
26. Pepsico
27. Phelps Dodge Cable & Wire
28. Precision Valve
29. Raymond, Parish and Pine
30. Saint Joseph's Hospital
31. Sarah Lawrence College
32. Scarsdale National Bank
33. Scientific Time Sharing
34. Sleepy Hollow Restorations
35. Starch Inra Hooper
36. Vista Computer
37. Westchester County Association
38. Westchester Illustrated Magazine
39. WFAS Radio
40. Yonkers Career Center

General Program Recommendations

1. The evaluation procedures for data collection should be revised. Each participant, upon entry into the program should be apprised of the importance of taking both pre- and post- tests and the commitment should be obtained from them in writing at that time that they will in fact participate in the pre- and post- testing.
2. The scheduling of activities in the program should reflect an awareness of competing school and community activities, such as football season, basketball season, etc.
3. A review of the intern selection procedures should be explored so as to provide the widest variety of vocational activities for interns.
4. An exploration should be made to determine the efficacy of obtaining non-public donations for support of the program. Particularly the industrial and business community should be surveyed as to their willingness to provide some funding for the program.
5. There is an indication that training in the program was not useful on the job. A decision should be made to determine what kinds of program training would be useful on the job. Said training should be presented to the participants. Many other kinds of training which might not be useful to the participants on the job should not be provided by the program.

6. It is recommended that evaluation objectives, student evaluation objectives, 5 and 6 be eliminated. Objective 5 deals with parents rating the program in relation to previous career education programs for the gifted that their children had been involved in. Objective 6 relates to students rating the program in relation to previous career education programs they have been involved in. The probable number of students who would have been involved in previous career education programs for the gifted, or even not for the gifted, is low. There is little efficacy in these two objectives.

7. Training procedures for on job activities should be reassessed and possibly expanded.

8. Procedures relating to data collection from parents and mentors should be revised so as to insure a larger sample return of completed questionnaires.

Meetings and Conference Evaluation

An evaluation instrument was developed by the evaluation agency to assess each meeting and conference in terms of a specific criteria. The criteria was:

1. How important the objectives stated were to the attendee.
2. The extent to which an objective was achieved.
3. The extent to which the program presentation was related to the objectives of the meeting.

4. The extent to which the program was logically organized
5. The extent to which the speakers demonstrated preparedness for the meeting
6. The extent to which the amount of time apportioned to each objective was appropriate
7. The extent to which the supplementary materials and audio-visual aids employed were appropriate
8. The physical conditions of the room
    a. acoustics
    b. visibility
    c. over all comfort

A rating scale was also provided for the attendee's over all reaction to the meeting. A copy of the seminar evaluation form can be found in the Appendix.

An analysis of the attendee's rating forms indicated that they were satisfied with the meetings and conferences according to the criteria noted above.

General Summary

The program was a career education program for gifted and talented students in grades 11 and 12. The program included selection procedures, training, counseling, and opportunities to work as interns under the supervision of mentors in one of a variety of businesses and industries participating in the program. The program as evaluated in this report was conducted during the 1978-79 school year. The program involved participants from the City of Yonkers and the BOCES districts of Ardsley, Dobbs Ferry, Eastchester, Edgemont, Elmsford, Greenburgh, Rye Neck, and Thornwood, all Westchester county communities. The purpose of the program was to meet the career education needs of gifted and talented secondary school students.

Program Accomplishments

1. There was an increase in the involvement of business and industry in the career education of the gifted and talented in the City of Yonkers, New York and the other participating school districts.
2. There was a significant increase in the amount of school and business community cooperation in career education for the gifted.
3. A booklet detailing the program for the gifted and talented was developed and disseminated by the American Association of Gifted Children. The booklet describes a model for career education and objectives and specific training activities, as well as program evaluation techniques.

4. Program participants increased their knowledge of careers and improved their abilities to make decisions.
5. Project participants demonstrated an increase in their self-confidence.
6. Project participants demonstrated an increase in their ability to communicate while speaking and writing.
7. Project participants demonstrated an increase in their knowledge about how organizations function and how the organizational decisions are made and executed.

APPENDICES

Project BRIDGE

We are pleased to announce Project BRIDGE, a program designed to bridge the gap between business, industry and education in developing a career awareness and opportunity for the Gifted and Talented Secondary School student.

This program will bring the school districts of the Southern Westchester BOCES Consortium for Gifted and Talented Education, together with the Yonkers School District in order to pilot a program of internships and mentorships for all of the gifted secondary students of this consortium. The consortium is joined by the American Association of Gifted Children. The AAGC will develop and disseminate program materials for national distribution.

PARTICIPANT SELECTION PROCESS

The 1972 Marland Report sets forth the following definition of the gifted and talented student:

> "Gifted and talented children are those identified by professionally qualified persons, who by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contributions to self and society."

We quote the above because it is a definitive profile of the student we believe should be eligible for BRIDGE.

In setting forth the criteria for selection, we mean to stress the need for strict adherence. Only those who truly meet these criteria are eligible.

The target population of BRIDGE will be drawn from the upper five per cent of the high school juniors and seniors of the Yonkers Schools, as well as schools of the BOCES Consortium. The identification of students is made on a school by school basis; all secondary schools will be included.

This will cover vocational high schools, alternative high schools, as well as the academic high schools. All students will be considered in the initial student pool. This will include bilingual students, those who are learning disabled and those who are physically handicapped.

The process for student identification has been drawn from procedures used at the Research and Guidance Laboratory for Superior Students at the University of Wisconsin.

We recognize that teacher judgement may be an imperfect tool in the identification of superior students, as teachers often miss the student who may be creative or disruptive. However, if teachers are given specific instructions about what to look for, and are cautioned about avoiding common errors, the process becomes more effective. No procedure is perfect, and this is a limitation. However, in this process we seek a multidimensional look at the student, and do not depend totally on tests, which also have their drawbacks.

A

The following teacher guidelines will be helpful, but one must be reminded that a superior student may not necessarily meet all of these criteria, but he/she w[illegible] usually meet some combination of them:

1. Uses large vocabulary easily and accurately.
2. Is effective in spoken and written communication.
3. Has a rich reading background, and shows evidence that he/she thinks about his/her reading and likes to discuss it.
4. Shows a wide range of interests, or in exceptional cases a heavy concentration on one.
5. Spends much time on special projects of his/her own.
6. Spends time beyond usual assignments or schedules on things that interest him/her.
7. Performs significantly above grade level in school subjects.
8. Usually receives good marks in school classes.
9. Tends to figure out what is wrong with an activity and shows how it could be done better.
10. Gives refreshing twists even on old issues.
11. Show little patience with routine procedures and skills.
12. Asks penetrating questions, particularly about causes and reasons.
13. Likes to seek answers to problems and puzzles.
14. Is quick to recognize relationships.

Keeping the above in mind, what follows is the recommended procedure for selection:

Step 1: All tenth and eleventh grade teachers are asked to nominate all the students they consider to be superior learners in their classes. (they are cautioned to consider for nomination even those students who cause disciplinary difficulties and those who may be apathetic, if, despite these characteristics, they have shown that they can learn well.)

Step 2: Counselors list all students who are nominated by the teachers and note the number or times each student has been named.

Step 3: Scores on tests of mental ability and achievement are added to the list for each student, along with an indication of whether or not he/she had been on the high honor roll, the regular honor roll, or has not been on either.

Step 4: The list of nominees with the number of times nominated, test scores, and honor roll standing is resubmitted to all teachers.

Step 5: Teachers rate any students they would like to renominate (or nominate for the first time even if they had overlooked them at the first step) on the following scale which was devised for the purpose.

(NOTE 1. Teachers are encouraged to interview the students before they rate them.)

(NOTE 2. See attached checklist.)

Step 6: A selection committee might be composed of the principal, guidance counselor, teachers and special services personnel.

Step 7: Final selections should be communicated to the entire faculty.

The procedure described above has the advantage of giving consideration to the opinions of all ninth grade teachers and keeps them informed about the school's effort to take special pains in recognizing students' superior performances in all fields. It gives due consideration to test performances in all fields.

BRIDGE Checklist

STUDENT'S NAME______________________________ DATE______________

Circle a number of the scale at a point you think the pupil under consideration rates in the characteristics named. The scale numbers should be interpreted as follows: "1" indicates below average; "2" average; "3" above average; "4" well above average; and "5" exceptional.

High academic achievement	LOW	1	2	3	4	5	HIGH
Advanced vocabulary and reading level		1	2	3	4	5	
Expressive fine arts talent		1	2	3	4	5	
Wholesome personal-social adjustment		1	2	3	4	5	
Physical competence		1	2	3	4	5	
Superior intellectual ability		1	2	3	4	5	
Effective work (independently)		1	2	3	4	5	
Persistent curiosity		1	2	3	4	5	
Strong creative & inventive power		1	2	3	4	5	
Special scientific ability		1	2	3	4	5	
High energy level		1	2	3	4	5	
Demonstrated leadership abilities		1	2	3	4	5	
Well-developed mechanical skills		1	2	3	4	5	

Please comment or list other reasons you care to as to the "why" of your choice.

Is this student your 1st, 2nd, 3rd, or 4th choice? (Circle one)

Teacher's Signature______________________________

OBJECTIVES

BRIDGE OBJECTIVES

Through the relationship with the mentor, BRIDGE stresses two main objectives:

1. Interns will become knowledgeable about how an organization functions, in particular, how decisions are made and carried out by executives and managers.
2. Interns will develop managerial skills in order to function effectively within an organizational environment.

By the close of the program, BRIDGE interns will have gained significant understanding of their host organization as evidenced by their knowledge of:

- Major products and/or services
- Long range and short term objectives
- What constitutes organizational health
- Decision making and problem solving processes
- Organizational structure
- Staff relationships; formal and informal
- Financing procedures
- Evaluation procedures as applied to performance objectives

B

INTERNSHIPS

INTERNSHIP MODELS

Every organization is unique, and there are many possible ways to design an internship. However, there are three general models that are likely to emerge; the special assistant, the special agent and the administrative service combination.

SPECIAL ASSISTANT INTERNSHIP

The intern will spend virtually all of his/her time with the mentor. This would involve attending internal meetings and conferences, and traveling with the mentor to appointments, occasionally attending social functions, and sharing private time with the mentor. The "ground rules" should be made clear to the intern, especially where confidentiality is involved. This can be a very special relationship, with the intern being given a series of assignments, including the preparation of reports, and attendance at meetings as a representative of the mentor. This gives the intern broad experience, and responsibility as a member of the administrative staff.

SPECIAL AGENT INTERNSHIP

The intern spends part of his/her time with the mentor, and then rotates through several departments within the organization. The mentor will still play an active role, serving as a home base to which the student can always return for advice, clarification and support.

ADMINISTRATIVE - SERVICE COMBINATION

The intern divides his/her time between management activities and direct relationships with the organization's clients. This type of internship would be common to business and industry dealing with services and government, particularly social agencies.

BENEFITS FOR THE MENTOR

Organizations have a life of their own. In order to remain viable, they must set goals for five, ten, and even more years in the future. It is very possible that your organization may be insuring its own future by offering these exceptional young men and women a chance to learn about your organization. They may be your management staff of the future. In any event, they will certainly gain an objective view of the business community, and an appreciation of the rigors involved in maintaining organizational health.

An immediate benefit will be the favorable public image which will accrue to your organization because of your participation. Extensive publicity is planned about BRIDGE.

Interns can also provide a fresh, unbiased point of view. Above all, we are sure that you will gain enormous personal satisfaction through your role as a mentor.

THE MENTOR AND THE MENTOR'S ORGANIZATION

When you decide upon the person in your organization who will act as mentor to the BRIDGE intern, we would like you to keep the following in mind.

- The sponsor must be willing to fulfill the obligations of the BRIDGE contract.

  As a business person, you must recognize the necessity of defining obligations through the contract. The BRIDGE contract states the mutual obligations of all parties involved in the project - interns, mentors, principals, parents and the project leader. During the course of the internship, you and the intern might find it necessary to renegotiate portions of the contract. This is permissible so long as the other parties to the contract are notified of the change(s) and are in agreement.

  The intern should bring a copy of the BRIDGE contract to you at the first meeting for your review and signature.

- The mentor should operate at a senior level in the organization. In this way, the intern can gain broad exposure to decision making, management, and the organization as a whole.

- The mentor should feel comfortable working with a special assistant.

- The mentor should be willing to have the intern attend almost all the meetings which the mentor schedules or attends.

- The mentor should be able to identify the intern's role and set out his/her duties and responsibilities. The mentor should assist the intern in learning how he/she fits into the organization.

- Space should be made available to the intern, preferably a desk and nearby telephone.

- Above all, the mentor should be someone who relates well to young people.

It might also be helpful if we anticipated some of your questions. Feel free to contact us if we have eluded some of your queries.

Are interns paid?

No. BRIDGE awards academic credit rather than salaries upon successful completion of BRIDGE requirements.

Are internships regulated by wage and hour regulations?

No. The Department of Labor has recognized that the internship is exempt from such regulations. This exemption is based upon the following assumptions:

a. both mentor and intern are aware that there is to be no salary
b. the intern is not displacing a salaried person
c. the intern will not be performing tasks, which do not contribute to the overall objectives of the program - e.g. - messenger or clerk.
d. no guarantee is made of a job at the end of the internship.

What is the interns schedule?

You will find that the schedule is a highly individualized item, and should be set by the mentor and intern. Of course, the greater the length of time spent in the internship, the greater the benefit for both mentor and intern.

- The mentor should be able to explain the goals and objectives of the organization.
- The mentor should view the internship as a broad career experience, not as a vocational skills program.

When does the internship end?

June 1, 1979

Will I be able to select my intern?

Yes, as interns are evaluated, they will be placed into potential internship categories. We will invite you to interview from among those qualified for your category. The internship must be mutually acceptable to both mentor and intern.

Is there going to be a problem with confidentiality?

There shouldn't be. Remember, you will ultimately choose your intern. You would expect the same discretion from him/her as from any other member of your organization.

Exactly what am I expected to do beyond working with the intern?

You will be expected to read and evaluate the intern's weekly log.

BRIDGE

A CAREER PROGRAM for the GIFTED & TALENTED • Grant Award No. G0078C0025

YONKERS BOARD OF EDUCATION
145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 206

YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

October 5, 1978

Memo

To: All principals and Guidance Counselors

From: Devorah Heller

Re: Credit for BRIDGE

Policy statement:

Recognizing that the H.S. mentorship/internship is an intensive learning experience, requiring longer hours than a regular classroom day, and involving demanding intellectual activity in the form of analytical skills, mature judgement, written and oral communication, and understanding of complex management concepts, the program carries a full term of academic credit.

The term CR (for credit) will be used rather than a letter or numerical grade, because the greatest portion of the intern's time will be spent with the mentor rather than the project leader or high school professionals. Only the mentor will have the first-hand knowledge necessary to make an accurate assessment of the student's performance.

CR is the only defensible designation, as the mentor will have considerable difficulty translating the intern's performance into grades. This is especially true when the sponsor has no background in education. The mentors would also have difficulty in judging the intern's performance as measured against other participants in BRIDGE.

Therfore "CR" is the only fair grade, with the provision that partial or even full credit can be withheld if the student defaults on program responsibilities.

Memorandum of Understanding

The memorandum is a learning contract and specifies the mutual obligations of all parties to project BRIDGE. It stipulates what is required of students, mentors, principals, parents and the project leader.

In order to obtain course credit, the intern has the responsibility for insuring that all parties sign the contract. The project leader will monitor the performance of all parties to the contract so as to maintain the integrity of the contract.

Record Keeping

The project leader will be responsible for accumulating data to support the granting of credit. This will include seminar attendance, evaluations received from the mentor and high school principal, and student logs. The maintenance of scholastic excellence will be automatic to the continuing participation in the program.

The high school will be responsible for recording participation in BRIDGE on the student's transcript.

Credit will be awarded as one Carnegie unit. No grade will be entered. The unit will merely be added to the column of credits accumulated.

DH:ak

YONKERS PUBLIC SCHOOLS
145 PALMER ROAD
YONKERS, NEW YORK 10701
TELEPHONE 914 963-4567

JOAN E. CHERTOK
DIRECTOR OF GRANTS

PROJECT PROFILE

BRIDGE - BUSINESS RELATING TO INDUSTRY FOR THE DEVELOPMENT OF GIFTED EDUCATION

PROJECT DIRECTOR:	DEVORAH HELLER PROJECT LEADER YONKERS BOARD OF EDUCATION 145 PALMER ROAD YONKERS, NEW YORK #10701 (914) 963-4567, EXT. 239	JOAN E. CHERTOK DIRECTOR OF GRANTS YONKERS BOARD OF EDUCATION 145 PALMER ROAD YONKERS, NEW YORK #10701 (914) 963-4567, EXT. 206

PARTICIPATING INSTITUTIONS: BOARD OF COOPERATIVE EDUCATIONAL SERVICES OF SOUTHERN WESTCHESTER (BOCES)
AMERICAN ASSOCIATION FOR GIFTED CHILDREN
NEW YORK, NEW YORK

GRANT AWARD FROM CAREER EDUCATION PROGRAM FOR 8/1/78 - 7/30/79 - $76,264

GRANT AWARD NUMBER: G 0078C0025

MAJOR PROCESS OBJECTIVES:

1. TO INCREASE INVOLVEMENT OF BUSINESS AND INDUSTRY IN THE EDUCATION OF THE GIFTED AND TALENTED SECONDARY STUDENT.
2. TO DEVELOP A MODEL TO BE DISSEMINATED, IN A BOOKLET FORM, THAT WILL ALLOW OTHER LOCAL EDUCATIONAL AGENCIES TO INTEGRATE THEIR EFFORTS TO INVOLVE BUSINESS AND INDUSTRY IN THE EDUCATION OF THE GIFTED AND TALENTED STUDENTS.

MAJOR LEARNER OBJECTIVES:

1. PARTICIPANTS WILL DEMONSTRATE INCREASED KNOWLEDGE OF CAREERS AND DECISION MAKING SKILLS.
2. PARTICIPANTS WILL SHOW A SIGNIFICANT INCREASE IN SELF-CONFIDENCE ESPECIALLY AS RELATED TO CAREER PLANNING AND ULTIMATE EMPLOYMENT OPPORTUNITIES.
3. PARTICIPANTS WILL INCREASE THEIR WRITTEN AND ORAL COMMUNICATION SKILLS.
4. PARTICIPANTS WILL SHOW POSITIVE GROWTH IN WORK-RELATED HABITS.

PROJECT ACTIVITIES:

1. THERE WILL BE AN INCREASE IN THE INVOLVEMENT OF BUSINESS AND INDUSTRY IN THE CAREER EDUCATION OF THE GIFTED AND TALENTED IN THE SCHOOL DISTRICTS OF WESTCHESTER BOCES II AND YONKERS. THIS WILL BE ACCOMPLISHED THROUGH:

   A - A SERIES OF INFORMAL MEETINGS WITH SCHOOL ADMINISTRATORS AND STAFF

   B - DEVELOPMENT OF MATERIALS FOR BUSINESS AND INDUSTRY TO ATTUNE THE BUSINESS COMMUNITY TO NEEDS OF GIFTED AND TALENTED STUDENTS

   C - STUDENT MEETINGS TO DISCUSS THE INTERNSHIP PROGRAM, ITS GOALS AND OBJECTIVES

   D - DEVELOPMENT OF A MENTORSHIP-INTERNSHIP STRUCTURE INVOLVING STUDENTS IN BUSINESS AND INDUSTRY

2. A BOOKLET WILL BE DEVELOPED AND DISSEMINATED TO ALLOW OTHER LOCAL EDUCATIONAL AGENCIES TO INTEGRATE THEIR EFFORTS TO INVOLVE BUSINESS AND INDUSTRY IN THE EDUCATION OF THE GIFTED AND TALENTED STUDENT.

EVALUATION:

AN OUTSIDE EVALUATOR WILL ADMINISTER TESTS AND SCALES AS WELL AS CONDUCT DATA ANALYSIS. EVALUATIONS WILL BE FORMATIVE AND SUMMATIVE. DATA FOR FORMATIVE EVALUATION WILL BE COLLECTED BY THE PROGRAM COORDINATOR AND APPROPRIATE CONSULTANT, AS WELL AS LOCAL GUIDANCE PERSONNEL AND/OR INDEPENDENT STUDIES TEACHERS.

PRE AND POST TESTS WILL BE ADMINISTERED TO MEASURE:

SELF-CONCEPT
CAREER MATURITY
GOAL SELECTION
SELF-APPRAISAL
OCCUPATIONAL INFORMATION
PROBLEM SOLVING ABILITY

PARTICIPANTS, PARENTS AND EMPLOYERS WILL FILL OUT QUESTIONNAIRES MEASURING REACTION TO AND EVALUATION OF THE PROGRAM.

Evaluation Resources:

A) Outside Evaluation
B) Guidance personnel and Independent Study teachers
C) Pre and Post Tests
D) Student Essays

COMMUNICATION:

Materials: Booklet produced by American Association for Gifted Children to describe BRIDGE and disseminate material.

Conferences: Student conferences will be held in the fall and early winter to discuss program goals and objectives.

Seminars for students, parents and business representatives will be conducted throughout the winter and spring.

Descriptive Project Literature: Monograph (in outline form), available now. Booklet, available in May, 1979. Final report, available in June, 1979.

GEOGRAPHIC INFORMATION:

Population Served:	11th and 12th grade students
Area Served:	Urban-Suburban
Number of Persons Served:	Urban - 100 Suburban - 100 Business/Industry - to be determined
Minority Groups Served:	In context of gifted and talented
Income Distribution:	Urban - median family income - $15,100 (1973 estimate). Suburban - median family income - $18,500 (1973 estimate).
Special Populations:	Handicapped: In context of gifted and talented. Gifted and Talented - 100%.

EXPLORATION SCHOLARSHIP SCORING SHEET

Name of BRIDGE Intern ______________________________

School ______________________________

District ______________________________

QUESTION	POINTS	COMMENTS
1	____	
2	____	
3	____	
4	____	
5	____	
TOTAL:	____	

FURTHER COMMENTS

If you were to be with a group of interns, could you, not knowing the intern personally, identify him/her after a five minute conversation, and after having read his/her essays?

BRIDGE

A CAREER PROGRAM for the GIFTED & TALENTED

Grant Award No. G0078C0025

YONKERS BOARD OF EDUCATION
145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 206

YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

We wish to express our appreciation for your willingness to participate in BRIDGE. We expect that this project will be a unique experience for all of us. There are several items that merit emphasis.

1. These youngsters have been identified as gifted and talented and therefore, part of the upper 5% of the school population in intellectual ability. This was confirmed through a rigorous evaluation procedure.
2. Having been so identified, it is important that the internship offered to the youngster bring exposure to the upper echelons of the organization. Every effort should be made to allow the intern to participate in the organization's decision making process. The intern should be treated as a valued and trustworthy employee. They should be assigned meaningful tasks, and accompanying responsibilities.
3. We hope that a close one-to-one relationship will develop between the mentor and the intern. The person who undertakes the responsibility of acting as mentor should be prepared to expend sufficient time for the training and supervision of the intern.
4. We will attempt to keep your paperwork to a minimum. We do ask however, that you monitor the intern's log weekly, and sign it after you have had a conference with the intern.

F

5. Please be aware that the BRIDGE staff is always available, and will be in frequent contact with you and the intern.

We have compiled this packet in the hope that it will facilitate a smooth beginning for you, and your intern. We think that you will find its contents useful.

Very truly yours,

DEVORAH HELLER
Project Leader

DH:jg
Enc.

BRIDGE CONTRACT

Entered Into Among:

______________________________ Intern

______________________________ Mentor

(Mentor's Organization and Title)

______________________________ Parent or Guardian

______________________________ Principal

(School and District)

______________________________ Project Leader

On ______________________________ Date

The above enter into an agreement, which seeks to assist BRIDGE participants in developing a more accurate understanding of organizations, and those who manage and administer them.

The participation in BRIDGE will also allow interns to learn to function effectively in an organizational structure with an executive.

The obligations of the various parties to the contract are as follows:

I. BRIDGE INTERN

A. Schedule: The intern will arrange on an individual basis his/her schedule with the assistance and compliance of the mentor.

B. The Organizational Knowledge: The intern will engage in those tasks which will increase his/her knowledge about the mentor's role in the company, the major immediate and long-range goals of the company, how decisions are made in the company, what programs, products and services are extant in the company, company budget, table of organization and personnel policies and how the organization measures its own effectiveness.

C. The intern will keep a daily anecdotal record of all internship activities documenting experiences, and the acquisitions of new knowledge and skills. The log will be shared with the mentor, who will sign it, and be submitted to the project leader on a weekly basis.

D. The intern will attend all scheduled BRIDGE seminars.

E. At the end of the internship, the intern will prepare a detailed summary of all internship projects and submit it to the mentor and project leader for attachment to the academic transcript.

2. BRIDGE MENTOR:

A. Scope of Internship: The mentor agrees to provide the intern with varied experiences designed to expose him/her to activities which support the educational objectives of the program. Those activities should broaden the intern's understanding of the organizational structure and functions and assist the intern in developing a perception of how he/she fits into the organization.

B. Organizational Knowledge: The mentor should brief the intern about the organization; discuss priorities; major program, products or services; financial data, including the budget making process; table of organization and the decision - making and problem solving process.

C. Staff Briefing: The mentor should brief the staff about BRIDGE. Discuss the intern's pending arrival, his/her duties as they relate to the organization, and program objectives. Introduce the intern to the staff members as soon as possible, and discuss agreed upon responsibilities and tasks.

D. Intern Conferences: The mentor should set aside time for a weekly conference with the intern during which time the intern's progress and performance should be reviewed. The weekly log report should be gone over, and a work plan for the following week should be established.

E. The mentor should designate a staff member who will be available to provide supervision and assistance in the mentor's absence.

F. The mentor should know that the BRIDGE staff is available at all times for consultation about the internship.

3. PARENT OR GUARDIAN:

A. Support: The parent should provide encouragement to the intern as he/she proceeds through the internship.

B. Attendance at Seminars: The parent should make every effort to attend BRIDGE Parent Seminars.

C. The parent should feel free to contact the BRIDGE Project Leader at any time.

4. PRINCIPAL:

A. Staff Communication: The principal should brief the staff about the BRIDGE program and student participants.

B. Parent Communication: The principal should be prepared to discuss BRIDGE at a parent briefing.

C. Credit: The principal should implement the academic credit policy for BRIDGE.

D. The principal should encourage the BRIDGE intern to discuss the program on a formal or informal basis with other students.

E. The principal should appoint a member of the school staff to act as liasion to the Project Leader.

5. PROJECT LEADER:

A. Program Implementation: The Project Leader will be responsible for coordinating all BRIDGE activities to assure that the program objectives are achieved.

B. Responsibilities: The Project Leader will:

1. Facilitate communication among all other parties of this contract.
2. Monitor implementation of academic credit.
3. Secure internship positions and visit work sites.
4. Confer regularly with interns.
5. Arrange seminars.
6. Supervise intern logs.
7. Monitor and report BRIDGE attendance to the schools.
8. Provide all necessary educational resources (i.e. - materials and personnel)
9. Assist intern in preparation of final report.

BRIDGE

A CAREER PROGRAM for the GIFTED & TALENTED

Grant Award No. G0078C002

YONKERS BOARD OF EDUCATION
145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 206

YONKERS SCHOOL DISTRICT / BOCES

DEVORAH HELLER, Project Leader

MEMORANDUM

December 7, 1978

TO: All BRIDGE Interns

FROM: Devorah Heller

RE: OPENING BRIDGE SEMINAR - DECEMBER 15, 1978 AT 2:30 P.M. YONKERS HIGH SCHOOL, ROCKLAND AVENUE, YONKERS, NEW YORK

Please be reminded of the first seminar date. You must make every effort to attend.

Dr. Sayre Uhler of Fordham University, New York, will conduct this session. He will be accompanied by noteworthy persons associated with colleges and universities you will want to know about.

The seminar will be held in the arena at Yonkers High. Signs will be posted at the main entrance to direct you. Please refer to the enclosed map.

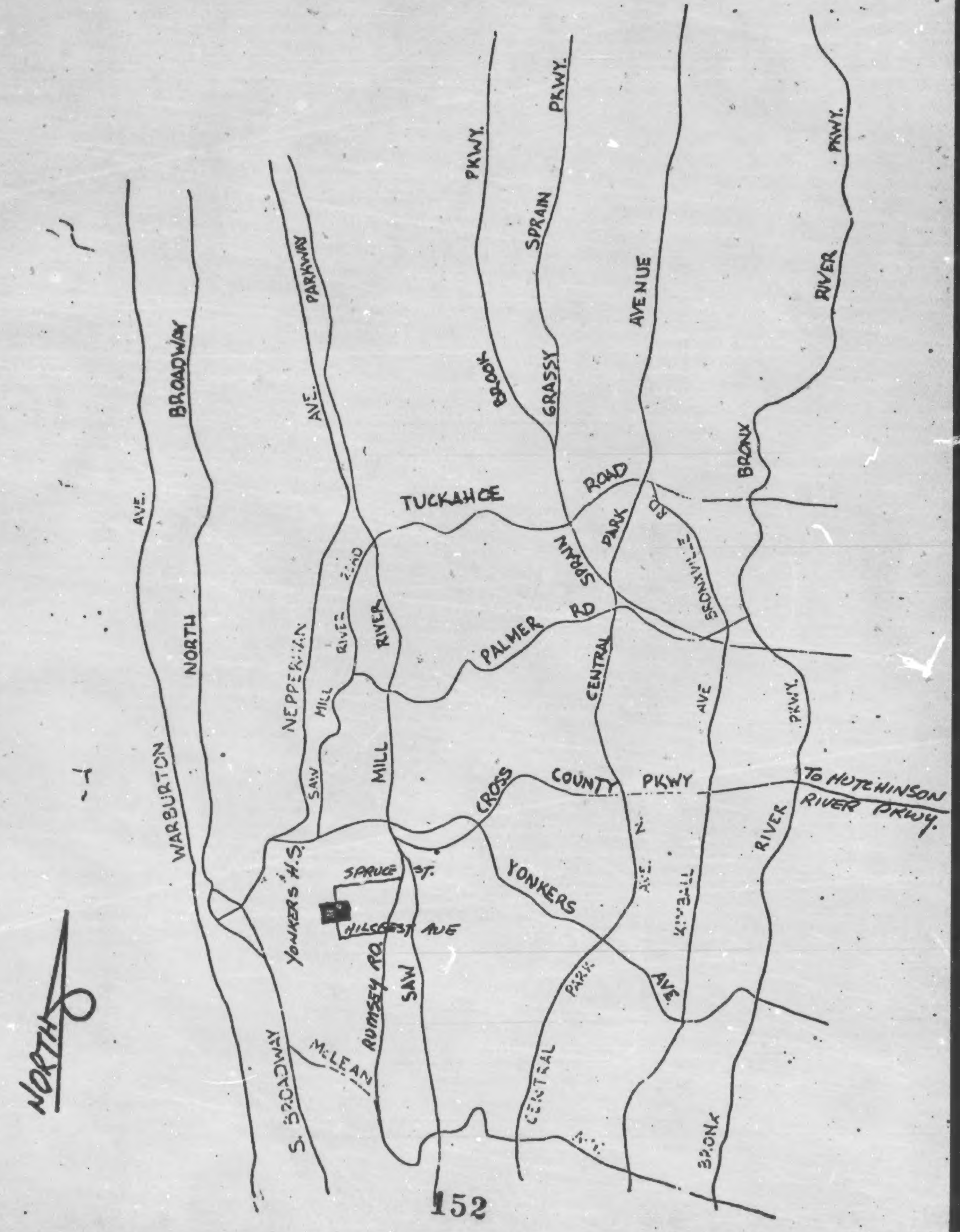
I look forward to seeing you then.

Devorah Heller

DEVORAH HELLER
Project Leader

DH:jg
Enc.

H


NORTH
WARBURTON AVE.
NORTH BROADWAY
S. BROADWAY
McLEAN
RUMSEY RD.
YONKERS H.S.
SPRUCE ST.
HILCREST AVE
NEPPERHAN AVE.
SAW MILL RIVER ROAD
SAW MILL RIVER PARKWAY
TUCKAHOE ROAD
PALMER RD
SPRAIN
BROOK PKWY.
GRASSY SPRAIN PKWY.
CENTRAL PARK AVENUE
CENTRAL PARK AVE.
CROSS COUNTY PKWY
TO HUTCHINSON RIVER PRWY.
YONKERS AVE.
KIMBALL AVE
BRONXVILLE RD
BRONX RIVER PKWY.

BRIDGE

A CAREER PROGRAM for the GIFTED & TALENTED
Grant Award No. G0078C0025

YONKERS BOARD OF EDUCATION
145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 206

YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

December 8, 1978

Dear BRIDGE Intern:

As we indicated when we met to discuss your involvement in BRIDGE, there will be several instances when you will be asked to partake in certain evaluations. These evaluations are critical because they will help us to help you to ascertain your career readiness, potential and interest. There are no grades-and all of the results will be shared with you.

Enclosed you will find a copy of the Exploration Scholarship Competition Questions. While you are not participating in the competition, we believe that your responses are valuable for the purpose of fulfilling BRIDGE objectives.

Your answers should be forwarded to the BRIDGE office so that they are received no later than December 22, 1978. Allow at least three days for mailing.

The questions are challenging, we feel sure that you're up to them.

Sincerely,

Devorah Heller

DEVORAH HELLER
Project Leader

DH:jg
Enc.

I

EXPLORATION SCHOLARSHIP COMPETITION

DIRECTIONS:

Answer each of the following questions consecutively on plain white 8½x11" paper, one side only. Do not waste space by restating the question. Clearly number each of your answers.. Think before you write so your answers will be imaginative as well as concise and to the point. Your computed answers should not take more than 5 sheets of paper. Neatness is important. Answers should be typed, double-spaced or printed.

1 - Discuss your present academic focus. What interests you most about each of the following fields: natural sciences, social sciences, the humanities.

2 - Which of your past achievements are most important to you and why? Describe two or three accomplishments or life experiences, your age at the time, and what each meant to your self-development.

3 - Have you ever created, composed, designed or invented anything? Describe the experience, your age at the time, and what you learned from the effort. You may use a sketch or diagram if that is appropriate.

4 - Discuss an individual who has influenced you. What are the attributes of this person's mind and character which you most admire? You may draw from fiction, history or your own experience.

5 - Assume 50 years has gone by and you are near the end of your life. What would you like to be remembered for?

BRIDGE

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YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

DECEMBER 15, 1978

INSTRUCTIONS FOR COMPLETION OF PIERS-HARRIS SCALE

PLEASE TAKE NOTE OF THE FOLLOWING ITEMS SO THAT YOU MAY PROPERLY COMPLETE THE PIERS-HARRIS SCALE AT HOME.

1 - FILL IN ALL DATA ON THE INSIDE OF THE FRONT PAGE.

2 - BELOW THE PRINTED MATTER ON THE INSIDE OF THE FRONT PAGE ANSWER THE FOLLOWING IN THE SAME ORDER AS BELOW. THE ANSWER WILL SUFFICE-YOU NEED NOT REWRITE THE QUESTION. HOWEVER, YOU MUST ANSWER IN THIS SEQUENCE.

   A - HOW MANY BROTHERS AND SISTERS HAVE YOU?

   B - WHAT IS YOUR BIRTH ORDER? ARE YOU FIRST-BORN, SECOND-BORN ETC?

   C - ARE YOU PLANNING TO ATTEND A FOUR YEAR COLLEGE OR UNIVERSITY?

   D - IF YOUR ANSWER TO "C" IS NO, WHAT POST-HIGH SCHOOL EDUCATION ARE YOU PLANNING?

3 - IN ANSWERING THE QUESTION YOU SHOULD THINK OF YOURSELF AS YOU REALLY FEEL YOU ARE, NOT AS YOU THINK YOU OUGHT TO BE.

4 - THIS IS NOT A TEST - THERE ARE NO RIGHT OR WRONG ANSWERS.

5 - THE RESULTS ARE STRICTLY FOR BRIDGE USE. THEY WILL NOT BE SHARED WITH ANYONE, EXCEPT YOURSELF. AT THE END OF THE PROGRAM YOU WILL POST-TEST AND THE RESULTS WILL BECOME PART OF BRIDGE'S FINAL STATISTICAL ANALYSIS.

6 - WHEN FILLING OUT THE SCALE CIRCLE EITHER YES OR NO FOR ALL ITEMS. THERE SHOULD BE NO OMISSIONS AND NO DOUBLE CIRCLES, EVEN IF SOME ITEMS ARE HARD TO DECIDE.

7 - MAIL THE COMPLETED SCALE TO:

MRS. DEVORAH HELLER
BRIDGE
YONKERS BORAD OF EDUCATION
145 PALMER ROAD
YONKERS, NEW YORK #10701

8 - THE SCALE IS DUE BACK ON WEDNESDAY, DECEMBER 31ST, AND MUST BE POST MARKED BY THAT DATE.

J

BRIDGE

A CAREER PROGRAM for the GIFTED & TALENTED

Grant Award No. G0078C0025

YONKERS BOARD OF EDUCATION
145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 206

YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

January 10, 1979

Dear ,

We are very pleased that your son, has been recommended to participate in Project BRIDGE.

BRIDGE, an acronym for Business Relating & Industry to Develop Gifted Education, is funded through a grant award from the United States Office of Education. It is a highly prestigious award, being one of only eight awarded nation-wide.

The purpose of BRIDGE is to assist our gifted and talented youngsters in making career choices through direct experience. That experience will be as interns to executives in business, industry and government throughout the county.

We hope that your youngster will avail himself of this really unique opportunity.

The program will run through June, 1979. A credit unit will be awarded for successful completion of BRIDGE.

Please be sure to fill out the enclosed permission form and return to us as soon as possible.

Should you wish to speak to us about any facet of BRIDGE, please feel free to call at any time.

Very truly yours,

Devorah Heller
Project Leader

DH/NT/3882
Enc.

K

BRIDGE

A CAREER PROGRAM for the GIFTED & TALENTED

Grant Award No. G0078C0025

YONKERS BOARD OF EDUCATION
145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 206

YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

January 10, 1979

Dear ,

We are very pleased that your daughter, has been recommended to participate in Project BRIDGE.

BRIDGE, an acronym for Business Relating & Industry to Develop Gifted Education, is funded through a grant award from the United States Office of Education. It is a highly prestigious award, being one of only eight awarded nation-wide.

The purpose of BRIDGE is to assist our gifted and talented youngsters in making career choices through direct experience. That experience will be as interns to executives in business, industry and government throughout the county.

We hope that your youngster will avail herself of this really unique opportunity.

The program will run through June, 1979. A credit unit will be awarded for successful completion of BRIDGE.

Please be sure to fill out the enclosed permission form and return to us as soon as possible.

Should you wish to speak to us about any facet of BRIDGE, please feel free to call at any time.

Very truly yours,

Devorah Heller
Project Leader

DH/NT/3880
Enc.

L

BRIDGE
A CAREER PROGRAM for the GIFTED & TALENTED
Grant Award No. G0078C0025

YONKERS BOARD OF EDUCATION
145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 206

YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

January 17, 1979

Dear BRIDGE Intern:

There are several pieces of information we'd like to share with you. We're going to need your cooperation and opinions, so please forward your responses to my office by phone or mail.

1 - Seminars - We've run into some serious problems with the Friday January 26th date. First, more than half of the buses we require for your transportation are firmly committed to transporting students at regular dismissal time. Second, from an informal poll in visits to your schools I've learned that the Friday date conflicts with your internships and other commitments. Therefore, we are cancelling the January 26th seminar and need the following information as soon as possible:

- can you attend a Saturday seminar?
- what weekday(s) is most convenient?

2 - Logs - Don't forget to keep your log-begin as soon as you start your internship.

3 - Contracts - Share the contract with your mentor and go about securing all signatures. If you have not received a copy of the contract, phone the office and we'll mail one out.

M

4 - Newsletter - We will be publishing a monthly newsletter starting in February. Your contributions will be most welcome. Send us a blurb about your internship-others will be interested!

I'm really pleased at the responses I'm receiving from the mentors. Of course, I'm not surprised. I know your special! Stay in touch.

Sincerely,

Devorah Heller

DEVORAH HELLER
Project Leader

DH:jg

BRIDGE

A CAREER PROGRAM for the GIFTED & TALENTED
Grant Award No. G0078C0025

YONKERS BOARD OF EDUCATION
145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 206

DEVORAH HELLER, Project Leader

YONKERS SCHOOL DISTRICT / BOCES II

February 12, 1979

It is imperative in order for your child to continue to participate in Project BRIDGE that you sign the enclosed consent form and return it promptly to me.

Very truly yours,

Devorah Heller

DEVORAH HELLER
Project Leader

DH:jg
Enc.

N

BRIDGE PARENT FORM

I ______________________________ hereby give my permission for my
(NAME)

son/daughter ______________________ to participate in all BRIDGE activ-
(NAME)

ities, including internships and seminars.

I understand that I am invited to attend BRIDGE parent seminars. The following would be most convenient for me.

Evening Seminars ☐

Afternoon Seminars ☐

Return to:

Mrs. Devorah Heller

BRIDGE

Board of Education

145 Palmer Road

Yonkers, New York #10701

NAME OF DAUGHTER'S SCHOOL ______________________________

GRADE ______________________________

BRIDGE

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YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

February 22, 1979

Dear BRIDGE Intern:

I thought it time to bring you up to date again and to remind you of a few things. I'm pleased that so many of you feel free to call-please continue to do so. I know that it's often frustrating for you to get through on the office telephone. By now most of you have my home phone number-969-7055. I never mind your calling me at home, I only ask that you attempt to reach me between 7:00 P.M. and 8:30 P.M.

Now for the news.

.....Please remember to keep your log

.....If you have not yet informed me of your internship schedule, please do so at once so that I may plan to visit you and your mentor

.....If you are not yet placed in an internship, please know that I am aware of the problem and that the difficulty lies in a delay at the prospective mentor's end

.....Remember the next seminar date: March 10, 1979

.....Enclosed please find two evaluations which you must complete and return to me as soon as possible. They are the Holland Self-Directed Search and the Executive Myth Inventory. Both are crucial to the overall BRIDGE evaluation. If for some reason you have not returned the Piers-Harris instrument, do so at once.

.....Please tell your folks that we are planning a parent seminar in late March and they will be informed by mail

Stay in touch.

Sincerely,

Devorah Heller

DEVORAH HELLER
Project Leader

DH:jg
Encs.

BRIDGE

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145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 206

DEVORAH HELLER, Project Leader

YONKERS SCHOOL DISTRICT / BOCES II

February 22, 1979

Dear BRIDGE Intern:

Please make note of the following information about the next BRIDGE Seminar:

Date: Saturday, March 10th, 1979
Time: 10:00 A.M. to 12:00 Noon
Place: Yonkers High School - Arena

Transportation:

A - BOCES Students (all those outside of Yonkers) will be transported by school bus. The bus will meet you at your school and return you to your school. The schedule for pick-up will be available shortly and may be attained at your school Guidance office.

B - Yonkers Students are asked to transport themselves. Should you have any difficulty in arranging transportation please contact me at once.

You must make every effort to attend the seminar. We have many things to share with you. I look forward to seeing you on the 10th..

Sincerely,

Devorah Heller

DEVORAH HELLER
Project Leader

DH:jg

P

BRIDGE

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Grant Award No. G0078C0025

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145 Palmer Road
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YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

MARCH 12, 1979

DEAR BRIDGE INTERN:

PLEASE MAKE NOTE OF THE FOLLOWING INFORMATION ABOUT THE NEXT BRIDGE SEMINAR:

DATE: SATURDAY, MARCH 31, 1979
TIME: 10:00 A.M. TO 12:00 P.M.
PLACE: YONKERS HIGH SCHOOL-ARENA

YONKERS STUDENTS ARE ASKED TO TRANSPORT THEMSELVES. A LIBERTY BUS COACH SCHEDULE IS ENCLOSED FOR YOUR CONVENIENCE. SHOULD YOU HAVE ANY DIFFICULTY IN ARRANGING TRANSPORTATION PLEASE CONTACT ME AT ONCE.

YOU MUST ATTEND. SEE YOU THEN.

SINCERELY,

Devorah Heller

DEVORAH HELLER
PROJECT LEADER

DH:JG
ENC.

Q

BRIDGE

A CAREER PROGRAM for the GIFTED & TALENTED

Grant Award No. G0078C0025

YONKERS BOARD OF EDUCATION
145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 206

YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

MARCH 12, 1979

DEAR BRIDGE PARENTS,

YOU ARE CORDIALLY INVITED TO ATTEND A BRIDGE PARENT SEMINAR ON WEDNESDAY EVENING, MARCH 21ST AT ROOSEVELT HIGH SCHOOL IN YONKERS. THE MEETING WILL BEGIN AT 8:00 P.M. AND BE HELD IN ROOSEVELT'S NEW LIBRARY.

I SINCERELY HOPE THAT YOU CAN ATTEND. UNDER DISCUSSION WILL BE THE TWO TOPICS THAT SEEM TO MOST CONCERN OUR PARENTS: PARENTING THE GIFTED AND GUIDING YOUNGSTERS TOWARDS HIGHER EDUCATION THAT WILL CLARIFY AND SOLIDIFY CAREER GOALS. OUR GUESTS WILL BE TWO MEMBERS OF THE YONKERS SCHOOL DISTRICT CENTRAL OFFICE STAFF. MRS. GLADYS PACK WHO SERVES AS PROJECT COORDINATOR FOR THE HIGH AND WIDE PROGRAM AND PRESIDENT OF THE WESTCHESTER ASSOCIATION FOR THE GIFTED AND TALENTED AND MRS. CONNIE PADGETT OF THE HUMAN RELATIONS OFFICE WILL ACT AS PROGRAM FACILITATORS.

PLEASE PLAN ON HAVING YOUR AFTER-DINNER COFFEE WITH US.

I LOOK FORWARD TO MEETING YOU.

SINCERELY,

Devorah Heller

DEVORAH HELLER
PROJECT LEADER

DH:JG

P.S. ROOSEVELT IS EASILY REACHED. IT'S LOCATED AT THE INTERSECTION OF CENTRAL PARK AVENUE AND TUCKAHOE ROAD IN YONKERS.

R

BRIDGE

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145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 206

YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

MARCH 12, 1979

DEAR BRIDGE INTERN:

PLEASE NOTE THE DATE OF THE NEXT BRIDGE SEMINAR AND TRANSPORTATION INFORMATION.

DATE: SATURDAY, MARCH 31, 1979
TIME: 10:00 A.M. TO 12:00 P.M.
PLACE: YONKERS HIGH SCHOOL - ARENA

NOTE THE TIME FOR PICK-UP AT YOUR HIGH SCHOOL. YOU WILL BE RETURNED TO YOUR HIGH SCHOOL.

ALEXANDER HAMILTON	- 9:30 A.M.
ARDSLEY H.S.	- 9:25 A.M.
DOBBS FERRY H.S.	- 9:30 A.M.
EASTCHESTER H.S.	- 9:00 A.M.
EDGEMONT H.S.	- 9:15 A.M.
RYE NECK H.S.	- 9:15 A.M.
WESTLAKE H.S.	- 9:00 A.M.
WOODLAND H.S.	- 9:15 A.M.

YOU MUST ATTEND. SEE YOU THEN.

SINCERELY,

Devorah Heller

DEVORAH HELLER
PROJECT LEADER

DH:JG

S

BRIDGE

A CAREER PROGRAM for the GIFTED & TALENTED

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145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 206

YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

MARCH 12, 1979

DEAR BRIDGE INTERN,

I REGRET THAT YOU MISSED THE BRIDGE SEMINAR ON SATURDAY, MARCY 10TH. PLEASE MAKE EVERY EFFORT TO ATTEND THE SEMINAR ON SATURDAY, MARCH 31ST. YOU WILL SHORTLY RECEIVE FURTHER INFORMATION ABOUT THAT SEMINAR.

IN ORDER TO MAINTAIN YOUR STANDING IN BRIDGE IT IS IMPERATIVE THAT YOU RETURN THE TESTING MATERIAL AND ENCLOSED QUESTIONNAIRE IMMEDIATELY. AT THIS POINT YOU HAVE RECEIVED THE FOLLOWING:

1) THE PIERS-HARRIS
2) THE EXECUTIVE MYTH INVENTORY
3) THE HOLLAND SELF-DIRECTED SEARCH
4) THE QUESTIONNAIRE ENCLOSED WITH THIS LETTER

ALL MATERIALS MUST BE RETURNED TO MY OFFICE (ABOVE ADDRESS) NO LATER THAN MARCH 23, 1979.

PLEASE CONTACT ME IF YOU ARE HAVING ANY DIFFICULTY IN FILLING OUT THE VARIOUS INSTRUMENTS, OR IF YOU ARE MISSING ANY OF THEM.

AGAIN, I MUST STRESS THE IMPORTANCE OF YOUR COOPERATING.

SINCERELY,

Devorah Heller

DEVORAH HELLER
PROJECT LEADER

DH:JG
ENC.

T

EXECUTIVE MYTH INVENTORY

NAME OF INTERN ____________________

DATE ____________________

INSTRUCTIONS: READ EACH ITEM CAREFULLY AND DECIDE WHETHER YOU AGREE OR DISAGREE WITH IT. THEN CHECK THE APPROPRIATE COLUMN FOR EACH ITEM.

		Agree	Disagree
1.	The principal way to get a middle-level executive to work harder and better is to give the person a higher salary.	____	______
2.	All successful executives carry out their professional duties in more or less the same way.	____	______
3.	If you are a successful executive, you will not make all the important decisions yourself.	____	______
4.	Most highly paid executives have not had expensive educations at private colleges and business schools.	____	______
5.	Most executives are generalists rather than experts in some specialized field.	____	______
6.	A poor executive sets the goals for subordinates and then tells them how to achieve those goals.	____	______
7.	All large organizations make executives cold, impersonal, and bureaucratic, and nothing much can be done about it.	____	______
8.	An executive's emotional and spiritual needs are filled by his or her family and close friends, while the job fills the economic needs.	____	______
9.	The poorest way for executives to get people to work harder in an organization is to make them a little afraid of losing their jobs.	____	______
10.	People at the top of the organization should make all major decisions affecting the organization and those below should accept those decisions.	____	______
11.	If an executive gives employees more information than they actually need for their immediate tasks, they will misuse the information.	____	______
12.	Most employees are interested in the executive's evaluation of how they are doing on the job, whether or not it is directly related to a pay raise.	____	______

		Agree	Disagree
13.	If the executive gives middle-and lower-level employees a large voice in deciding how an organization does its work, they will try to arrange things to decrease their work load and responsibilities.		
14.	Executives in nonprofit organizations are less efficient than those in profit-making organizations.		
15.	Organizations work best when executives have formalized explicit rules that guide employee behavior in virtually every situation.		
16.	Executives can take more steps to make sluggish bureaucracies more responsive to the needs of the people they are supposed to serve.		
17.	You can always change the behavior of an organization by changing the kind of people who go into that organization; for example, a police force will be more tolerant if it recruits a large number of racial minorities to become policemen.		
18.	A supervisor in an organization is effective or not depending on the personal ability of the supervisor, not on how much authority is conferred on his/her position.		
19.	The informal groups of executives that seem to work together in large organizations are more influential in determining its success or failure then their titles and functions as described in an organization chart.		
20.	The executives can get orders carried out best by issuing instructions and then checking up to see that they are being carried out.		
21.	If an executive wants to change the way the organization operates, the best thing is to call in an outside expert who can figure out what to do.		
22.	For an organization to operate effectively, it is important that members of the organization do not always go through channels in giving instructions, information, etc.		
23.	Public organizations tend to be more ineffective because their executives are bound by civil service regulations, while executives of private organizations can hire and fire at will.		
24.	Executives do no clerical work.		
25.	Most executives work very hard.		

ADAPTED FROM SHARLENE P. HIRSCH'S EVALUATION I -
WORK HABITS PROFILE

BRIDGE

A CAREER PROGRAM for the GIFTED & TALENTED

Grant Award No. G0078C0025

YONKERS BOARD OF EDUCATION
145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 206

YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

Dear BRIDGE Mentor:

I am most appreciative of your willingness to participate in BRIDGE. I hope that you and your intern will both benefit from an opportunity to teach and learn. The "generation gap" is really only a small space and can be easily "BRIDGE-ed".

Enclosed please find several copies of the Work Habits Profile which we ask you to fill out and forward to us on the 1st and 15th of each month. You may discuss the profile with the youngster-they should be able to deal with constructive criticism. We would also like you to go over the intern's log with him or her. That's another way of fostering communication between you.

Please feel free to contact me at any time. I will be visiting our interns and ask to meet with you as well.

Again, thank you.

Sincerely,

Devorah Heller

DEVORAH HELLER
Project Leader

DH:j
Encs.

u

WORK HABITS PROFILE

NAME OF INTERN____

MENTOR____

MENTOR'S ORGANIZATION__________________________________

DATE____

TO THE MENTOR: PLEASE RATE YOUR INTERN ON THE EXTENT TO WHICH EACH OF THE FOLLOWING WORK HABITS HAS BEEN DEMONSTRATED.

			HIGH		AVERAGE		LOW
1.	PROMPTNESS -	In arriving at the internship, in completing assignments, etc.	1	2	3	4	5
2.	APPEARANCE -	Appropriate dress and grooming.	1	2	3	4	5
3.	DEPENDABILITY -	In meeting commitments.	1	2	3	4	5
4.	DISCRETION -	Respecting Confidentiality of situations.	1	2	3	4	5
5.	SENSITIVITY -	Relating well to a variety of people.	1	2	3	4	5
6.	FLEXIBILITY -	Reacting to new and unanticipated situations.	1	2	3	4	5
7.	INDEPENDENCE -	Ability to work without constant supervision.	1	2	3	4	5
8.	ACCURACY -	Ability to follow directions, attentive to details, able to obtain information and convey it accurately.	1	2	3	4	5
9.	MATURITY -	Seriousness in approach to internship.	1	2	3	4	5
10.	CREATIVITY -	Ability to generate alternative solutions to problems.	1	2	3	4	5
11.	ATTITUDE -	A positive outlook on the assignment, a willingness to undertake tasks.	1	2	3	4	5

ADAPTED FROM SHARLENE P. HIRSCH'S EVALUATION I -
WORK HABITS PROFILE

SEMINAR *Evaluation* FORM

Purpose of Meeting______________________________________Date__________Location__________

Person Responsible______________________________________Duration of Meeting______________

A. Please rate each objective in terms of its importance to you, and the extent to which the objective was achieved by circling the appropriate number below the statement.

Objectives

(1)____

Importance to You				Extent to Which Objective Was Achieved				
Of No Importance	Of Little Importance	Somewhat Important	Very Important	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
1	2	3	4	1	2	3	4	5

(2)____

Importance to You				Extent to Which Objective Was Achieved				
Of No Importance	Of Little Importance	Somewhat Important	Very Important	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
1	2	3	4	1	2	3	4	5

(3)____

Importance to You				Extent to Which Objective Was Achieved				
Of No Importance	Of Little Importance	Somewhat Important	Very Important	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
1	2	3	4	1	2	3	4	5

(4)____

Importance to You				Extent to Which Objective Was Achieved				
Of No Importance	Of Little Importance	Somewhat Important	Very Important	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
1	2	3	4	1	2	3	4	5

THE CONDITION EXISTED

B. Using the scale below, please circle the appropriate number at the side of the statement.

Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
1	2	3	4	5

	The Condition Existed:
The presentation was related to the stated objectives of the meeting........	1 2 3 4 5
The presentation was logically organized........	1 2 3 4 5
The speakers were obviously prepared........	1 2 3 4 5
The amount of time apportioned to each objective was appropriate.....	1 2 3 4 5
The supplementary materials employed were appropriate........	1 2 3 4 5
PHYSICAL CONDITIONS	
The acoustics were adequate........	1 2 3 4 5
The visibility was adequate........	1 2 3 4 5
The overall comfort was adequate........	1 2 3 4 5

Please note any specific deficiency____

Please check in the rating scale below your overall reaction to the meeting.

1___1___1___1 √ 1___1___1___1___1

BRIDGE

A CAREER PROGRAM for the GIFTED & TALENTED

Grant Award No. G0078C0025

YONKERS BOARD OF EDUCATION
145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 206

DEVORAH HELLER, Project Leader

YONKERS SCHOOL DISTRICT / BOCES II

MARCH 26, 1979

DEAR BRIDGE INTERN:

PLEASE NOTE THAT THE BRIDGE SEMINAR SCHEDULED FOR MARCH 31ST HAS BEEN CANCELLED. UNFORTUNATELY, WE LEARNED TOO LATE THAT THE DATE CONFLICTED WITH THE SAT EXAM. WE WILL ADVISE YOU OF THE NEW DATE AS SOON AS IT IS SET.

ENCLOSED YOU WILL FIND THE BRIDGE EVALUATION QUESTIONNAIRE. PLEASE FILL IT OUT ONLY IF YOU HAVE NOT DONE SO-IT IS NOT A SECOND QUESTIONNAIRE.

I WOULD ALSO LIKE TO REMIND YOU THAT WE WANT TO INCLUDE YOUR EXPERIENCES IN OUR NEWSLETTERS. SEND BRIEF NARRATIVES TO ME AND WE WILL INCLUDE THEM IN OUR MAILINGS.

STAY IN TOUCH.

SINCERELY,

Devorah Heller

DEVORAH HELLER
PROJECT LEADER

DH:JG
ENC.

BRIDGE

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Grant Award No. G0078C0025

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145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 206

DEVORAH HELLER, Project Leader

YONKERS SCHOOL DISTRICT / BOCES II

APRIL 23, 1979

DEAR BRIDGE MENTOR:

I WOULD LIKE TO THANK YOU FOR YOUR PARTICIPATION IN OUR PROJECT. YOU MAY BE PLEASED TO KNOW THAT YOU HAVE SIGNIFICANTLY CONTRIBUTED TO OUR YOUNGSTERS' GROWTH AND CAREER AWARENESS.

MAY I ASK A VERY IMPORTANT FAVOR? PLEASE BE SURE TO FILL OUT THE WORK HABITS PROFILE FOR EACH INTERN AND RETURN SAME TO ME AS SOON AS POSSIBLE. IT IS NECESSARY INFORMATION ABOUT THE INTERNS' PROGRESS.

THANK YOU AGAIN.

SINCERELY,

Devorah Heller

DEVORAH HELLER
PROJECT LEADER

DH:JG

BRIDGE

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Yonkers, New York 10701
(914) 963 - 4567 Ext. 206

YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

APRIL 23, 1979

DEAR BRIDGE INTERN:

PLEASE NOTE THE INFORMATION REGARDING THE NEXT BRIDGE SEMINAR:

DATE: SATURDAY, MAY 5, 1979
TIME: 10:00 A.M.-12:00 NOON
PLACE: YONKERS HIGH SCHOOL
ROCKLAND PLACE
YONKERS, N.Y.
ATTENDANCE: MANDATORY

PLEASE REFER TO THE ATTACHED SHEET FOR TRANSPORTATION INFORMATION.

I REALIZE THAT THE SATURDAY DATE PRESENTS A PROBLEM FOR SOME OF YOU. EVERY EFFORT WAS EXERTED TO ARRANGE A WEEKDAY DATE, HOWEVER, TRANSPORTATION WAS IMPOSSIBLE TO ARRANGE. WE ARE INTO THE SPORTS SEASON AND EVERY BUS COMPANY WAS HEAVILY BOOKED.

YOU ARE REQUIRED TO ATTEND THIS SEMINAR. THERE ARE MANY THINGS THAT I MUST SHARE WITH YOU THAT CAN ONLY BE ACCOMPLISHED AT THE SEMINAR.

VERY TRULY YOURS,

Devorah Heller

DEVORAH HELLER
PROJECT LEADER

DH:JG
ENC.

BRIDGE

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Yonkers, New York 10701
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YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

APRIL 23, 1979

DEAR BRIDGE MENTOR:

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MAY I ASK A VERY IMPORTANT FAVOR? PLEASE BE SURE TO FILL OUT THE WORK HABITS PROFILE FOR EACH INTERN AND RETURN SAME TO ME AS SOON AS POSSIBLE. IT IS NECESSARY INFORMATION ABOUT THE INTERNS' PROGRESS.

THANK YOU AGAIN.

SINCERELY,

Devorah Heller

DEVORAH HELLER
PROJECT LEADER

DH:JG

BRIDGE

A CAREER PROGRAM for the GIFTED & TALENTED

Grant Award No. G0078C0025

YONKERS BOARD OF EDUCATION
145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 206

YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

APRIL 24, 1979

ENCLOSED PLEASE FIND A COPY OF THE ANNOUNCEMENT OF THE NEXT BRIDGE SEMINAR. YOU ARE MOST CORDIALLY INVITED TO ATTEND.

THANK YOU FOR YOUR COOPERATION.

SINCERELY,

Devorah Heller

DEVORAH HELLER
PROJECT LEADER

DH:JG
ENC.

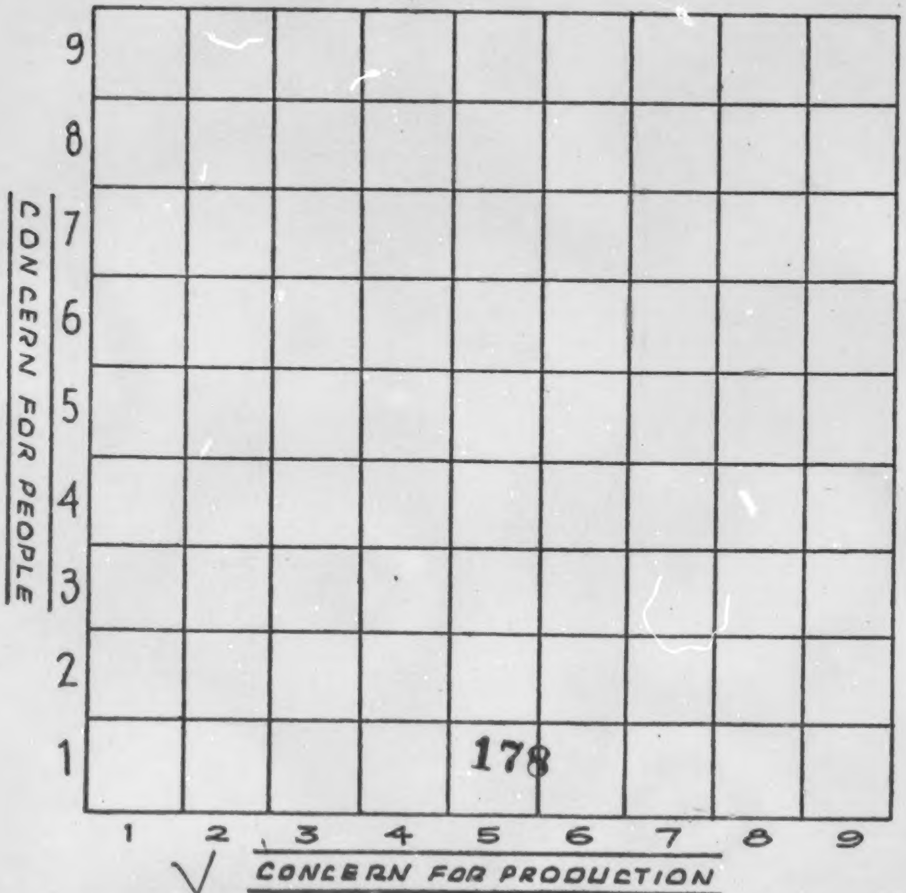
EVALUATION PACKET
FOR
BRIDGE INTERNS
BLAKE-MOUTON GRID

There are several means for evaluating executive performances, especially as it pertains to the management process.

One instrument is the Blake-Mouton Grid. It measures two variables and seeks to establish the relationship between them. The grid assesses executive concern for people and concern for production. The ideal executive would be 9.9; a mediocre one 5.5. A figure such as 1.9 or 9.1 would indicate a severe imbalance.

You are being asked to rate your mentor. On the reverse side of the paper you are required to give a brief rationale for your rating. You are also asked to rate yourself with a numerical ratio and explain your reasons for such a rating.

BRIDGE



Editorial

The shell race

Charlie knew his company had severe morale problems. They affected everything. The reject rate on the factory floor seemed to get worse every week. His people in the field couldn't sell. And his engineers had lost their flair. Even the newer engineers had lost the spark and enthusiasm they had brought with them when they joined the company.

Everybody wants to work for a winning company but, it seems, everybody felt that Charlie's company was a loser. So there was general malaise.

Charlie recognized the importance of morale, so he worried about it a lot. What to do? Finally, he got the brainstorm—competitive sports. He would organize some sports competition against representatives of all the other companies in the area.

Everybody loved the idea. The sport they chose, since they lived in a riverside community, was shell racing—a fine competitive sport requiring skill and teamwork. Teamwork! That's what builds morale.

Came the big day and the river bank was mobbed. Thousands upon thousands of sons and daughters, uncles and aunts, sisters and brothers, wives and mistresses crowded the shores, screaming encouragement to their favorites.

When the first boat came to the finish line, alas, it wasn't Charlie's. Nor was the second or third boat, which came close behind. In fact, long after all the other boats had crossed the finish line, Charlie's still was not to be seen. When it finally appeared it was zigging and zagging toward the finish line. As the shell came closer, Charlie could see activity on the shell more clearly. Eight executives were shouting orders to one man with an oar.

Charlie fired the oarsman.

George Rostky

GEORGE ROSTKY
Editor-in-Chief

BRIDGE MENTOR'S EVALUATION

Name of Mentor________________________________ Date________________________

For each item, circle the number that best fits your response.

5=very: 4=moderately: 3=somewhat: 2=not very: and 1=not applicable

If you have further comments, please use the space provided at the end.

	Very	Moderately	Somewhat	Not Very	Not Applicable
1) How satisfied are you with the overall BRIDGE program?	5	4	3	2	1
2) How well did you understand the goals of the program at the beginning?	5	4	3	2	1
3) How well were your own goals met for the intern?	5	4	3	2	1
[illegible] How well was the placement process organized?	5	4	3	2	1
5) How well prepared was your intern for the experience?	5	4	3	2	1
6) How helpful was the Project Leader in assisting the intern in making adjustments?	5	4	3	2	1
7) How accessible was the Project Leader when you needed information or assistance?	5	4	3	2	1
8) How well suited was the intern to the needs of the organization?	5	4	3	2	1
9) How useful is the program for educating students about the world of work? Please evaluate letters A through E in terms of this question.	5	4	3	2	1
A) Learned how decisions are made and carried out by persons in authority?	5	4	3	2	1
[illegible] Became knowledgeable about how an organization functions?	5	4	3	2	1

Z

	Very	Moderately	Somewhat	Not Very	Not Applicable
C) Developed sound work habits, such as appropriate appearance, dependability, discretion, interpersonal sensitivity, independence, accuracy, promptness, maturity, and positive attitude.	5	4	3	2	1
D) Strengthened ability to write fluently and precisely.	5	4	3	2	1
E) Strengthened ability to speak with confidence and maturity.	5	4	3	2	1
10) How willing would you be to recommend BRIDGE interns to your colleagues in your business and professional organizations?	5	4	3	2	1
11) How willing would you be to continue as a mentor if Yonkers continues a career education project for the Gifted and Talented?	5	4	3	2	1

FURTHER COMMENTS:

CHAPTER V: GIFTED AND TALENTED STUDENTS LEARN LEADERSHIP FROM BUSINESS

by Donald N. Treloar,
Senior Community Relations Consultant,
Community Affairs,
The Prudential Insurance Company of America

> *The (quiet) person who knows how to use the complex forces at work today doesn't necessarily get on the TV screen, but certainly is responsible for major accomplishments.*
> Alfred Del Bello
> Westchester County Executive

Industry can offer exciting challenges to the student who is gifted in leadership. The challenge of identifying the exceptional child belongs, of course, to the educator but business will work with the school system in developing the student's potential. Another constant challenge for educators is finding programs for those gifted in leadership and that's where some welcome help can be found from the business world.

I'm sure that wherever schools are located there are businesses that will respond to a well-planned project to develop leadership potential in gifted children. I would suggest a program that combines the educators' participation as well as the students. Those who teach gifted children can be innovative, too! If there is an IBM Corporation nearby, develop a program that requires the use of computers, programmers, and computer terminals. Bring the latest equipment and sophisticated programmers into the school world of the children. After all, what sense does it make to develop a plan which uses IBM calculators, tabulators, and other equipment of the 1950's, when today's equipment is transistorized and compact? Keep up with the times, especially for the sake of the gifted and talented.

Untapped Resources

Insurance companies are often cities unto themselves. Untapped resources are there for the asking. Sales promotion, advertising, artwork, publications, writing skills, mathematics, and investments are only a few of the areas crying for student and teacher exploration.

Develop a program which will require the input of business. After seeking support from principal and superintendent, contact a local business for help in the project. Business has many ways to offer assistance. Besides the company's resources, many company employees are most anxious to volunteer their expertise. More and more, businesses are establishing volunteer programs in which their employees can be matched in a one-to-one situation,

AA

or to work on special team projects. This type of activity is made to order for gifted and talented students.

At Prudential, we have been closely associated with a school for bright students known as School Within A School (SWAS). Our activities, which I will give in greater detail later, include a probability and statistics program conducted by volunteers from Sales Promotion, and a special project in our audio-visual area. While I can give many details about my company's program, I want to emphasize that there are other companies conducting similar projects. To learn about various company-sponsored programs, I suggest checking on types of projects in which local companies are involved. A Chamber of Commerce would be a good place to start this search.

Two well-known national organizations collect details on all the major companies that have social responsibility programs. They are the Public Affairs Council in Washington, D.C. and the Human Resources Network in Philadelphia, Pennsylvania. Don't hesitate to write to these very fine organizations for the complete data they have compiled on company programs. If nothing else, this information can be a useful source for new project ideas.

In April 1976, I had the opportunity to participate as a panelist representing the business community at the Council for Exceptional Children in Chicago. During the conference, I spoke about Prudential's involvement with the exciting SWAS program in the Newark, New Jersey Public School System.

"How Can I Assist You?" Concept

Our company has been quite involved in both the public and non-public educational sectors of the community, clearly of a supportive nature and not competitive. Ours is not a "let me show you how to do it" concept, but a "how can I assist you and your students?" concept. I feel that this is an extremely important point. Business is not and cannot ever take the place of the educator. We cannot identify the gifted and talented. What we can do is help the educator develop that talent, once identified.

At the CEC conference, I discussed one of the programs which Prudential developed at the request of SWAS and which has been conducted every summer since 1970. This program is administered by our Actuarial Department. The actuaries teach advanced mathematics and probability to those students selected and identified by the school as having not only potential, but also a desire to achieve in that field. We would hope that this supplemental program would assist both teacher and student. Furthermore, we might possibly be setting the stage for our hiring an employee who, upon college graduation, may become a future actuary.

Towards the conclusion of the freshman year of SWAS, certain qualities in the student are identified which the administration believes to be leadership. Intelligence and tenacity seem to be predominant traits. These students are then invited to participate in the many types of summer programs available to them. One such concept is Prudential's Summer Actuarial Program. Approximately 20 students are selected who express an interest in higher mathematics., It is the responsibility of the mathematics teacher to select the students with whom he or she will be working during the summer.

Prudential recruits student actuaries interested in teaching during the month of July.

One of the actuaries is the coordinator of the program. The actuary and the math professor have many meetings outlining the concepts of the course and the role each must play. Special texts are ordered by Prudential for the students. Calculators and all other necessary materials are also supplied, along with a pleasant conference room which is converted into a classroom. This is for a five-day, four-week period during July. The course is set up so that the student actuaries teach a morning session from 10:00 to 12:00, followed by lunch (which is provided by the company), and an afternoon class from 1:00 to 3:00. Daily homework is assigned by the actuary and the students report to the conference room each morning at 8:30 to review the homework with their teacher. The overall concept is to provide strong support to the school's math program and to bring out the potential in each and every student.

Gloria, one of the students in the initial class (1970) returned to the company the following year to work in one of the many special projects of the Actuarial Department. Working closely with actuarial students and actuaries, she was able to learn many of the actuarial concepts employed in business. This helped to further her development in the mathematics field. In her senior year she participated in a high school scholars program which was conducted at the Newark College of Engineering. The course, opened to high school seniors with exceptional talent, consisted of an integrated calculus-physics course. This was considered her senior high school work in which she received both high school and college credit. By her senior year (1973), Gloria knew the direction in which she was going. She also knew the college she wanted to attend and she already had 12 college credits.

During her summer vacations from Newark College of Engineering, she worked at Exxon Refining Corporation applying the skills that she was learning in an engineering corporation. Her aggressive role in her studies coupled with her on-the-job experience resulted in Gloria's completing college requirements for graduation within three years. During this past summer Gloria was employed by Exxon as an engineer and she used her summer earnings to enroll in graduate school beginning the fall semester of 1976.

Combined Efforts

I have no doubt that the development of this youngster was due to the total combined efforts of the educational and business worlds. Certainly, the extensive SWAS curriculum and the devotion of its fine teachers does much to influence the life of a youngster. Those who are aggressive, demonstrate a high intelligence, and a desire to excel should be given an opportunity to use their talents in the real world of work. This is the role that business and industry can and must play. Like educators, the business world must bring the best out of employees by offering them challenging, thought-provoking projects. The employee becomes not only valuable to business but also—and more important—valuable to himself. A person with a positive image is a valuable asset—in any situation!

With her summer experience in Prudential while in high school, Gloria was able to learn, develop, and at the same time begin to get her goals. Her math background, coupled with her learning experience in a science scholars program, helped to narrow her selection to engineering. The opportunity to use her school-related programs at Exxon during her summer vacation further increased her value—to the point that she graduated from college a year early and was employed, not as a college trainee, but as a qualified engineer. This young lady took advantage of the opportunity to become a valuable asset to whatever and whomever she decides upon. She also has one other thing going for her: the ability to decide what she wants for herself.

Another example is Guy Murphy, a young man in our summer actuarial program. This, too, prepared him for the science background which is needed for the career he began to plan in SWAS. His college was the Massachusetts Institute of Technology During summer breaks he worked academically at the College of Medicine and Dentistry of New Jersey during an eight-week intensive pre-med course called Students of Medicine. Guy Murphy completed M.I.T. in three years and is pursuing his career in medicine at the college where he spent his summers.

I have no doubt that these youngsters would achieve in whatever field of endeavor they decided to pursue. I do believe, however, their chances for achieving are much enhanced by the partnership of business and the educational world. This alliance brings about the best development of a youngster at the earliest date through allowing the students to use the skills developed by the teacher, with the up-to-date equipment and latest management techniques available in industry.

Perhaps it would be best at this point to discuss the purpose of the School Within A School program which is to seek talented youngsters from the inner-city and then provide them with a hard-work, no-nonsense program requiring them to carry five major subjects, eleven months during the year.

The school uses a battery of tests to determine the qualifications for youngsters entering the program as well as personal recommendations of former teachers and principals. The program is designed to develop the potential of each student by using an innovative curriculum and any of the resources in the Newark community to bring about its success.

Since the program is designed to prepare youngsters for successful completion of college, it might be too soon to determine if the students are excelling. The first graduating class was 1973 which means that these students would not graduate from college until 1977. However, a recent longitudinal study has indicated that over 70 percent of that class has entered senior year in college. It would appear that it is, in fact, a successful program.

For another example, last year a few of our employees from the Sales Promotion Department formed a committee and put together a project which they hoped could be used by SWAS students. Since it was a communications project, we approached the English Department Chairman to determine if any students would be interested in an after-school/work hours program at Prudential. Five students were selected to form the "SWAS – Communications Group – 1975."

The concept was simple: explain to the students the various avenues of communication and let them decide what it is they want to communicate and how they would communicate. The students, who were graduating in

1975, decided they wanted to tell the SWAS story to the incoming freshmen and their parents. The concept and development of the instrument from beginning to end was accomplished by these five students. The Prudential employees acted merely as an advisory council. They opened doors for the design, typing, artwork, and production where necessary, but the whole project was completed from beginning to end by these students. A copy of their project and accompanying letter is on the following pages.

I've tried to give you a broad overview of how the business world can use its leadership program for employees, on students who are learning the world of work. Employees who test well when hired are put into special programs where they are rotated every six months in various jobs. They are under pressure and must produce, but they are given every opportunity to excel. Certainly this type of program cannot be used on student interns. On the other hand, business can give a student intern the opportunity to develop his own skills by using modern equipment and showing him techniques in completing jobs.

Finally, I would like to emphasize once again that business is a great resource. Use it! It's better than money! Employees like to volunteer and share their experiences, business likes to keep employees happy and will respond to employees' needs, and business is well aware that future employees are products of today's school systems. Industry has found it makes good, practical sense to respond to well-thought-out educational programs.

EXECUTIVE MYTH INVENTORY

NAME OF INTERN ______________________________

DATE ______________________________

INSTRUCTIONS: READ EACH ITEM CAREFULLY AND DECIDE WHETHER YOU AGREE OR DISAGREE WITH IT. THEN CHECK THE APPROPRIATE COLUMN FOR EACH ITEM.

	Agree	Disagree
1. The principal way to get a middle-level executive to work harder and better is to give the person a higher salary.	____	____
2. All successful executives carry out their professional duties in more or less the same way.	____	____
3. If you are a successful executive, you will not make all the important decisions yourself.	____	____
4. Most highly paid executives have not had expensive educations at private colleges and business schools.	____	____
5. Most executives are generalists rather than experts in some specialized field.	____	____
6. A poor executive sets the goals for subordinates and then tells them how to achieve those goals.	____	____
7. All large organizations make executives cold, impersonal, and bureaucratic, and nothing much can be done about it.	____	____
8. An executive's emotional and spiritual needs are filled by his or her family and close friends, while the job fills the economic needs.	____	____
9. The poorest way for executives to get people to work harder in an organization is to make them a little afraid of losing their jobs.	____	____
10. People at the top of the organization should make all major decisions affecting the organization and those below should accept those decisions.	____	____
11. If an executive gives employees more information than they actually need for their immediate tasks, they will misuse the information.	____	____
12. Most employees are interested in the executive's evaluation of how they are doing on the job, whether or not it is directly related to a pay raise.	____	____

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		Agree	Disagree
13.	If the executive gives middle-and lower-level employees a large voice in deciding how an organization does its work, they will try to arrange things to decrease their work load and responsibilities.	____	____
14.	Executives in nonprofit organizations are less efficient than those in profit-making organizations.	____	____
15.	Organizations work best when executives have formalized explicit rules that guide employee behavior in virtually every situation.	____	____
16.	Executives can take more steps to make sluggish bureaucracies more responsive to the needs of the people they are supposed to serve.	____	____
17.	You can always change the behavior of an organization by changing the kind of people who go into that organization; for example, a police force will be more tolerant if it recruits a large number of racial minorities to become policemen.	____	____
18.	A supervisor in an organization is effective or not depending on the personal ability of the supervisor, not on how much authority is conferred on his/her position.	____	____
19.	The informal groups of executives that seem to work together in large organizations are more influential in determining its success or failure then their titles and functions as described in an organization chart.	____	____
20.	The executives can get orders carried out best by issuing instructions and then checking up to see that they are being carried out.	____	____
21.	If an executive wants to change the way the organization operates, the best thing is to call in an outside expert who can figure out what to do.	____	____
22.	For an organization to operate effectively, it is important that members of the organization do not always go through channels in giving instructions, information, etc.	____	____
23.	Public organizations tend to be more ineffective because their executives are bound by civil service regulations, while executives of private organizations can hire and fire at will.	____	____
24.	Executives do no clerical work.	____	____
25.	Most executives work very hard.	____	____

ADAPTED FROM SHARLENE P. HIRSCH'S EVALUATION I -
WORK HABITS PROFILE

GUIDE TO GRADING EXPLORATION SCHOLARSHIP

RATED WRITING SAMPLE

We ask you to evaluate certain items which will enable you to rate the BRIDGE interns' writing samples.

READING FOR POTENTIAL

Read between the lines for the qualities of character and mind that produced the answer before you look for human values, not just clever responses.

For example, every question might be read for indications of: honesty, humility, insight, vision, sense of humor. You might want to rate the writing samples based upon the above criteria or create your own. This is possible if you are consistent in all scoring and consensus has been reached by all members of the scoring committee.

Suggestions of other values which might be found in the answers of an intern follow. They are coupled with observations and inquiries which should help you focus on the range and depth of each response to the five questions.

This is not a grid or a list of answers, but merely an exercise to help you prepare for all of the possibilities.

QUESTION 1 - Discuss your present academic focus. What interests you most about each of the following fields: Natural Sciences, Social Sciences, the Humanities.

ATTRIBUTES YOU MIGHT SEEK: Maturity, insight, commitment, ambition, enthusiasm, initiative.

- Is the academic focus well founded, sincere and enthusiastic or just current?
- Does the intern recognize the value of an interdisciplinary education?
- Is there an appetite for learning and discovery, a curiosity about life, etc.

QUESTION 2 - Which of your past achievements are most important to you and why? Describe 2 or 3 accomplishments or life experiences, your age at the time, and what each meant to your self-development.

ATTRIBUTES YOU MIGHT SEEK: Ingenuity, imagination, enterprise, enthusiasm, self-confidence, aptitude for leadership, initiative.

cc

RATED WRITING SAMPLE

- Is age of achievement given more importance than educational value?
- Why does the intern use these examples? Is there a common denominator?
- Was the accomplishment on honor won or an individual achievement born of a clever mind?
- Does the intern build on past achievements?
- Is there a discernible improvement? What is the intern's trend?

QUESTION 3 - Have you ever created, composed, designed or invented anything? Describe the experience, your age at the time, and what you learned from the effort. You may use a sketch or diagram if that is appropriate.

ATTRIBUTES YOU MIGHT SEEK: Creativity, imagination, initiative.

- Is the intern inventive, artistic, mechanical, mathematical etc.?
- Is the intern thorough, analytical, observant, precise?
- Is the intern a conceptual thinker, a problem solver?

QUESTION 4 - Discuss an individual who has influenced you. What are the attributes of this person's mind and character which you most admire? You may draw from fiction, history or your own experience.

ATTRIBUTES YOU MIGHT SEEK: Observation, insight, compassion, sensitivity, sense of purpose, humility, candor, vision.

- What values are impressive to the intern? Are the human qualities of the intern mirrored in his examples?
- Is there evidence of career orientation?
- Does the candidate aspire to leadership responsibilities?
- Does the intern want to make contribution to others or maximize personal gain?

QUESTION 5 - Assume 50 years have gone by and you are near the end of your life. What would you like to be remembered for?

RATED WRITING SAMPLE

ATTRIBUTES YOU MIGHT SEEK: Vision, candor, imagination, commitment, humility, maturity, enterprise, initiative, desire .

- How honest is the intern? How convincing?
- Is there a discernable trend in the intern's development as it may relate to future goals?
- Is the answer a variant of statements found elsewhere, or is there an innovative departure from the other questions?

. . . .

Did you get to know the intern by reading his/her essays?

GUIDE TO GRADING

Use the grading form for each intern and for each essay. The following reactions may be translated into numerical equivalents.

GRADE 1 - Below average; unclear; insufficient response

2 - Average; straight-forward; acceptable response

3 - Quite good; above average; different; promising

4 - Excellent; comprehensive; clever response

5 - Unique, exceptional; gifted; exciting to reader

Please treat these rated writing samples as confidential. In many instances they express a youngster's innermost feelings.

One final thought. You may want to keep your own log of problems that arise. We would appreciate it if you would forward this information together with any recommendations to the BRIDGE staff.

Thank you for your cooperation.

SCHOOL PERSONNEL EVALUATION
OF PROJECT BRIDGE

WE ARE IN THE PROCESS OF FORMULATING THE EVALUATION OF PROJECT BRIDGE AND ARE GENUINELY INTERESTED IN YOUR OPINIONS OF THIS YEAR'S EFFORT AND YOUR RECOMMENDATIONS FOR OBJECTIVES FOR A CONTINUING CAREER EDUCATION PROJECT FOR THE GIFTED AND TALENTED. IT IS NECESSARY, THEREFORE, THAT YOU COMPLETE THIS BRIEF EVALUATION. YOUR RESPONSES ARE IMPORTANT.

- -

1) I WOULD SUPPORT THE CONTINUATION OF A CAREER EDUCATION PROJECT FOR THE GIFTED AND TALENTED IN MY SCHOOL.

____YES ____NO ____NOT SURE WHY________________________

____

____

2) I BELIEVE THAT THE OBJECTIVES OF THE PROGRAM WERE CLEARLY DEFINED.

____YES ____NO ____NOT SURE WHY________________________

____

____

3) I BELIEVE THAT THE OBJECTIVES WERE MET.

____YES ____NO ____NOT SURE WHY________________________

____

____

4) I WOULD LIKE TO SEE A CAREER EDUCATION PROGRAM FOR THE GIFTED AND TALENTED BECOME PART OF THE REGULAR CURRICULUM IN MY SCHOOL.

____YES ____NO ____NOT SURE WHY________________________

____

____

5) I WOULD BE WILLING TO BECOME ACTIVELY INVOLVED IN SUCH CURRICULUM DEVELOPMENT AND IMPLEMENTATION.

____YES ____NO ____NOT SURE

6) WHAT TRAINING DO YOU FEEL YOU NEED TO IMPLEMENT SUCH A PROGRAM?

____

____

____

DD

6) I BELIEVE THAT BRIDGE HAS BEEN A POSITIVE EXPERIENCE FOR THE STUDENTS IN MY SCHOOL.

____YES ____NO ____NOT SURE WHY______________________________

____

____

7) WHAT RECOMMENDATIONS CAN YOU OFFER FOR A CONTINUING PROGRAM? PLEASE CONSIDER THE FOLLOWING ITEMS. ATTACHED IS A BLANK SHEET FOR YOUR COMMENTS.

A) STUDENT SELECTION

B) STUDENT SCHEDULING

C) MENTOR SELECTION

D) INTERNSHIP DEVELOPMENT

E) COMMUNICATIONS

F) INFUSION INTO REGULAR CURRICULUM

G) EVALUATION PROCESS

H) SEMINAR TOPICS AND SCHEDULING

I) OTHER RECOMMENDATIONS OR COMMENTS

AT THIS TIME OF YEAR WE ARE ALL LABORING UNDER THE CONSTRAINTS OF DEADLINES, HOWEVER, IT IS IMPERATIVE THAT YOU FILL IN AND RETURN THIS QUESTIONNAIRE WITHIN THE NEXT THREE DAYS SO THAT THE RESPONSES MAY BE TABULATED AND INCLUDED IN THE BRIDGE FINAL REPORT. YOUR COOPERATION IS GREATLY APPRECIATED. PLEASE FORWARD THE COMPLETED QUESTIONNAIRE TO:

MRS. DEVORAH HELLER
PROJECT BRIDGE
YONKERS BOARD OF EDUCATION
145 PALMER ROAD
YONKERS, NEW YORK #10701

THANK YOU FOR YOUR COOPERATION NOW AND IN THE PAST.

VERY TRULY YOURS,

Devorah Heller

DEVORAH HELLER
PROJECT LEADER

DH:JG
ENCS.

BRIDGE

A CAREER PROGRAM for the GIFTED & TALENTED

Grant Award No. G0078C0025

YONKERS BOARD OF EDUCATION
145 Palmer Road
Yonkers, New York 10701
(914) 963 - 4567 Ext. 206

YONKERS SCHOOL DISTRICT / BOCES II

DEVORAH HELLER, Project Leader

MARCH 6, 1979

BRIDGE PROGRAM EVALUATION

BRIDGE HAS ACQUIRED THE SERVICES OF AN INDEPENDENT EVALUATOR, RAYMOND J. HORTON ASSOCIATES, FOR THE PURPOSE OF EVALUATING THE PROGRAM. IN ORDER FOR THE EVALUATION TO BE COMPLETE YOUR OPINIONS ARE NEEDED ABOUT A NUMBER OF IMPORTANT ITEMS.

ATTACHED IS A QUESTIONNAIRE DESIGNED TO ELICIT AND RECORD YOUR RESPONSES TO QUESTIONS ABOUT BRIDGE. THESE QUESTIONS RELATE TO YOUR EXPERIENCES IN THE PROJECT AS WELL AS YOUR EDUCATIONAL AND CAREER PLANS. THE RESULTS WILL PROVIDE IMPORTANT INFORMATION AND ASSISTANCE IN MAKING RECOMMENDATIONS REGARDING THE PROGRAM. THE CONFIDENTIALITY OF YOUR RESPONSE IS ASSURED AND YOU ARE REQUESTED NOT TO INCLUDE YOUR NAME OR ANY OTHER INFORMATION WHICH MIGHT IDENTIFY YOU. PLEASE RETURN THE COMPLETED QUESTIONNAIRE TO THE BRIDGE OFFICE WITHIN THE NEXT TWO DAYS.

THANK YOU FOR YOUR HELP.

SINCERELY,

Devorah Heller

DEVORAH HELLER
PROJECT LEADER

DH:JG
ENCS.

EE

BRIDGE PROGRAM EVALUATION

In order to insure the confidentiality of your responses you are requested not to include your name. However, in order to permit reliability comparisons you are asked to fill out the Code Name form which follows the instructions. As you will be able to see the code word you generate is virtually unbreakable and this procedure has been approved by the United States Department of Health, Education and Welfare to insure subject confidentiality when two questionnaire results from the same individual must be compared. This procedure will permit a comparison between the two results of a code name but prohibits identification of the individual person involved.

In order to assess the reliability of the questionnaire a percentage of participants will be asked to fill out the questionnaire again within 30 days.

BRIDGE PROGRAM EVALUATION

Reliability

Caspar Code Name

Please read each statement below carefully and write the correct letter for each statement on the left hand line.

Please print clearly.

______ First letter of your middle name.
(If no middle name, write Z).

______ First letter of the month you were born in.

______ First letter of your sex. (Male or Female)

______ First letter of the name of your street.

______ First letter of your mother's first name.
(If unknown, write X).

BRIDGE PROGRAM EVALUATION

INSTRUCTIONS

By completing this questionnaire, you will be helping to improve the quality of service provided by the BRIDGE Program.

Please respond to each statement.

As a result of your participation in the BRIDGE Program, to what extent does the condition exist in the BRIDGE Program?

THIS CONDITION EXISTS:

(?) Do not know the extent to which the condition exists in the BRIDGE Program.

(1) Condition does not exist at all in the BRIDGE Program.

(2) Condition exists to a slight extent in the BRIDGE Program.

(3) Condition exists to a moderate degree in the BRIDGE Program.

(4) Condition exists to a fairly large extent in the BRIDGE Program.

(5) Condition exists to a very large extent in the BRIDGE Program.

Please circle the appropriate symbol or number at the side of each statement.

EXAMPLE

	The condition exists:
Personnel in the program take an individual interest in their students.	? 1 2 3 4 [✓ 5]

In the example, the person answering has indicated (5) - that he believes, to a very large extent, that personnel takes an individual interest in their students.

Remember to respond to the scale for each statement. Please be objective and candid. Use Do not know only if you can make no judgement.

A scale has been printed at the top of the page for your reference when responding to the items.

Thank you for your cooperation.

BRIDGE PROGRAM EVALUATION

The condition exists

Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
?	1	2	3	4	5

As a result of my participation in the BRIDGE Program:

	The condition exists:
My knowledge of new career opportunities, open to me, has increased..........................	? 1 2 3 4 5
My post high school educational plans have changed......................................	? 1 2 3 4 5

If you responded Do not know or Not at all to either or both of the previous statements skip the next three statements.

A. The nature of my post high school educational plans have changed.......	? 1 2 3 4 5
B. The planned length of my post high school education has increased.......	? 1 2 3 4 5
C. The planned length of my post high school education has decreased.......	? 1 2 3 4 5

PLEASE CONTINUE WITH THE REST OF THE ITEMS

My insights into my personal abilities have increased..................................	? 1 2 3 4 5
I have identified weaknesses in my background which need to be strengthened.................	? 1 2 3 4 5
My confidence in my ability as a student has increased....................................	? 1 2 3 4 5
My understanding of how an organization operates on a day to day basis has increased...........	? 1 2 3 4 5
My understanding of how an organization functions has increased............................	? 1 2 3 4 5
My ability for successfully coping with a job interview has increased.......................	? 1 2 3 4 5

BRIDGE PROGRAM EVALUATION

The condition exists

Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
?	1	2	3	4	5

	The condition exists:
My training for successfully coping with job interviews was adequate.....................	? 1 2 3 4 5
The amount of training provided by the program for successfully coping with job interviews should be increased.........................	? 1 2 3 4 5

If you were working, or are now working as part of the BRIDGE Program please respond to the next group of statements.

A. The training you received in the Program was useful on your job...............	? 1 2 3 4 5
B. I have had opportunities to make decisions on my own..........................	? 1 2 3 4 5
C. I have had opportunities to participate in decision making with groups........	? 1 2 3 4 5
D. My ability to work as part of an employee group has increased..................	? 1 2 3 4 5
E. On the job, I have had opportunities to work on meaningful activities.........	? 1 2 3 4 5
F. Working is pretty much as I had imagined it to be............................	? 1 2 3 4 5
G. I have a warm friendly relationship with my mentor...........................	? 1 2 3 4 5
H. My mentor is the type of person with whom I would like to work full time.........	? 1 2 3 4 5
I. The mentor with whom I work is responsive to my problems.........................	? 1 2 3 4 5

BRIDGE PROGRAM EVALUATION

The condition exists

Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
?	1	2	3	4	5

	The condition exists:
J. The mentor with whom I work treats me fairly..................................	? 1 2 3 4 5
K. The mentor with whom I work treats me as a responsible adult...............	? 1 2 3 4 5
L. The amount of time involved in the project (working) has had a positive affect on my work at school..........	[illegible] 1 2 3 4 5
M. The amount of time involved in the project (working) has had a negative affect on my work at school..........	? 1 2 3 4 5

PLEASE CONTINUE WITH THE REST OF THE ITEMS

My ability to express myself, when speaking, has improved..................................	? 1 2 3 4 5
My ability to express myself, in writing, has improved....................................	? 1 2 3 4 5
Participation in the project has positively affected my work in school..................	? 1 2 3 4 5
Participation in the project has positively affected my relationships with other people..	? 1 2 3 4 5
My placement in the internship is based upon my abilities..............................	? 1 2 3 4 5
My placement in the internship has provided the opportunity to learn new skills..........	? 1 2 3 4 5

BRIDGE PROGRAM EVALUATION

Very useful areas of training in the internship program are:______________

Areas not useful to me in the internship program are:______________

On the lines below please note any comments you would like to make about the program. Please feel free to make suggestions or candid criticisms which will help to strengthen the program.